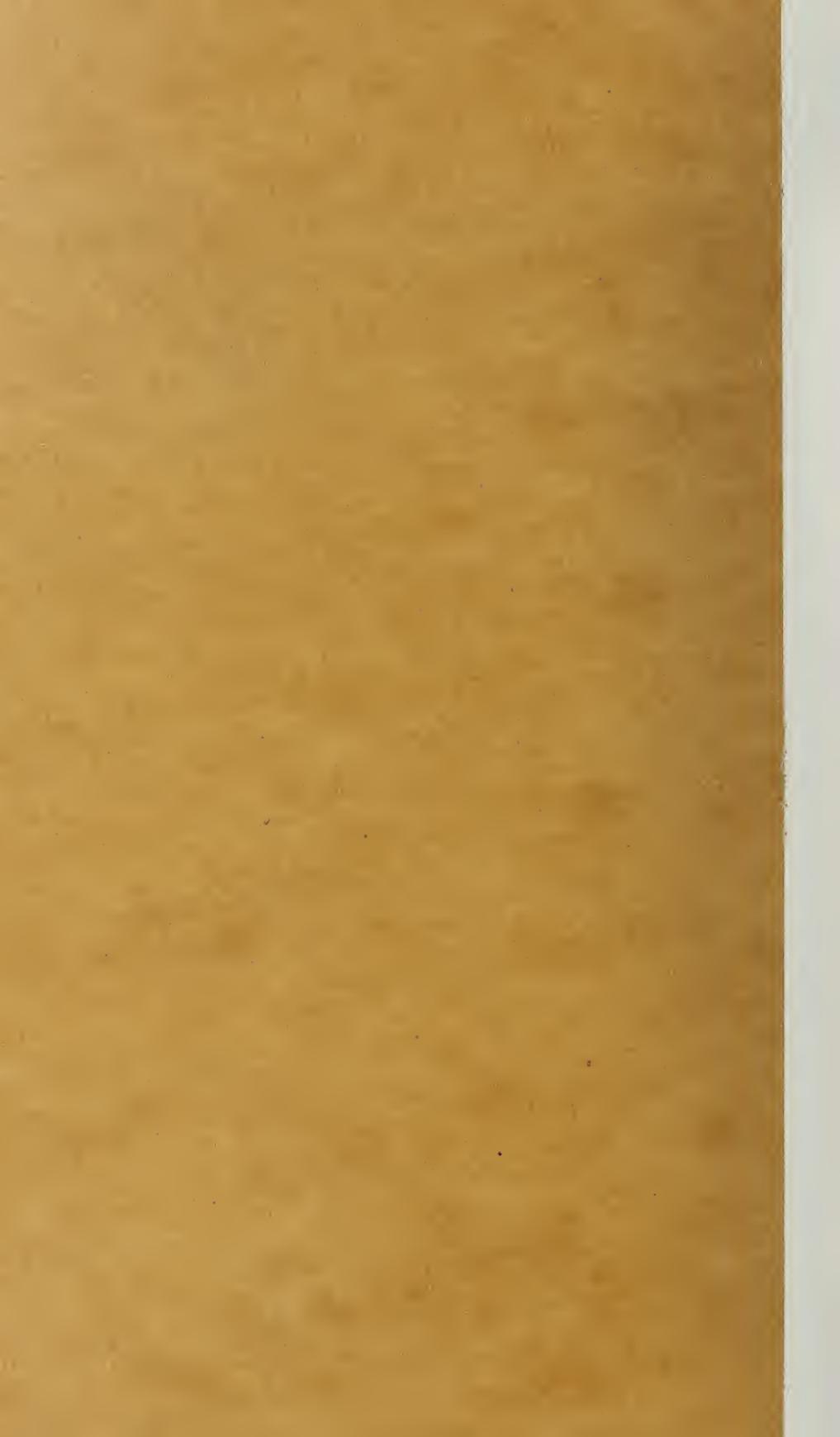


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THE EMORY *and* HENRY BULLETIN

VOLUME XII

UNIVERSITY OF ILLINOIS LIBRARY

NUMBER 1

JAN 31 1921

CATALOGUE NUMBER



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1918-1919

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From Constitution of Emory and Henry College
Adopted 1837

Art. 22. Especial care shall be taken to form and foster in the minds of the students, by every proper means, a pure attachment to our republican institutions and the sacred rights of conscience, as guaranteed by our National Constitution.

Art. 23. As to morals and religion, the purest morality ought to be instilled into the minds of scholars, so that on their entrance into active life they may, from inclination and habit, evince benevolence toward their fellow creatures and love of truth, sobriety and industry. Therefore every teacher in college, employed for whatever branches shall also promote, so far as depends upon him, the moral and religious education of the students.



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CATALOGUE

of

Emory and Henry
College

EMORY, VA.

Catalogue 1918-19

Announcements 1919-20

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College Calendar

1919

Sept. 16-17.....	Registration Days
Sept. 18.....	Thursday, Fall Term begins
Nov. 1.....	Public Debate
Nov. 28.....	Thanksgiving Day
Dec. 18.....	Fall Term ends

1920

Jan. 1.....	Winter Term begins
Feb. 22.....	Inter-High School Declamation Contest
March 20.....	Winter Term ends and Spring Term begins
April 10.....	Public Debate
June 12.....	Spring Term ends
June 13-15.....	Commencement

Board of Trustees

Term Expires 1920

Bishop E. E. Hoss.....	Muskogee, Oklahoma
Judge John A. Buchanan.....	Emory, Virginia
Hon. R. L. Pennington.....	Bristol, Virginia
Rev. J. S. French, D. D.....	Knoxville, Tennessee
W. M. Hull.....	Marion, Virginia
E. S. Finney.....	Lebanon, Virginia
Bishop R. G. Waterhouse.....	Emory, Virginia
Rev. J. C. Orr.....	Bristol, Tennessee

Term Expires 1921

Gov. H. C. Stuart.....	Elk Garden, Virginia
S. M. Bernard.....	Bluefield, West Virginia
Leon Jourolmon.....	Knoxville, Tennessee
Rev. E. F. Kahle.....	Abingdon, Virginia
Rev. E. E. Wiley, D. D.....	Chattanooga, Tennessee
Alexander Stuart.....	Abingdon, Virginia
Rev. T. J. Eskridge, D. D.....	Morristown, Tennessee
F. A. Carter.....	Sweetwater, Tennessee

Term Expires 1922

Rev. J. B. Ward.....	Chattanooga, Tennessee
Rev. J. W. Perry, D. D.....	Morristown, Tennessee
M. H. Honaker.....	Abingdon, Virginia
S. W. Keys.....	Glade Spring, Virginia
G. A. Lambert.....	Rural Retreat, Virginia
Judge S. C. Williams	Johnson City, Tennessee
L. C. Hassinger.....	Konnarock, Virginia
Judge Joseph L. Kelly.....	Bristol, Virginia

Term Expires 1923

Rev. W. M. Morrell.....	Bluefield, West Virginia
Rev. James A. Burrow.....	Cleveland, Tennessee
Chas. C. Weaver, Ph. D.....	Emory, Virginia
Rev. S. D. Long, D. D.....	Abingdon, Virginia
Col. E. C. Reeves.....	Johnson City, Tennessee
Rev. I. P. Martin, D. D.....	Abingdon, Virginia
George E. Penn, Sr.....	Abingdon, Virginia
Rev. E. H. Cassidy.....	Abingdon, Virginia

OFFICERS OF THE BOARD

L. C. Hassinger.....	President
S. W. Keys.....	Secretary
Fred Allison.....	Treasurer

EXECUTIVE COMMITTEE

Charles C. Weaver, Chairman	M. H. Honaker
Judge J. A. Buchanan	Bishop R. G. Waterhouse
L. C. Hassinger	George E. Penn, Sr.

Faculty and Instructors

CHARLES C. WEAVER

President and Professor of Psychology and Education

A. B., Trinity College, 1895; Graduate Student Vanderbilt University, 1895-96; Instructor in History, Trinity College, 1896-97; Graduate Student Johns Hopkins University, 1897-1900; Fellow in History, Johns Hopkins University, 1899-1900; Ph. D., 1900; President Rutherford College, N. C., 1900-1903; President Davenport College, 1903-1910; President Emory and Henry College, 1910—.

RICHARD G. WATERHOUSE, A. M., D. D.

President Emeritus

Bishop of the Methodist Episcopal Church, South.

JAMES S. MILLER

Professor of Mathematics

Student, University of Virginia, 1884-86; Civil Engineer, Norfolk and Western Railway, 1887; Instructor in Mathematics and Physics and Graduate Student University of Virginia, 1887-91; B. S. and C. E., University of Virginia, 1889; Student University of Goettingen, Germany, 1891-92; D. Sc., University of Virginia, 1893; Professor of Mathematics, Emory and Henry College, 1893—.

FRED ALLISON

Professor of Physics and Astronomy

A. B., Emory and Henry College, 1904; Instructor, Emory and Henry College, 1904-06; Student Summer School, Columbia University, 1905; Graduate Student, Johns Hopkins University, 1907-08; Professor of Physics and Biology, Emory and Henry College, 1908-10; Graduate Student, University of Chicago, Summer Quarter, 1909; Graduate Student, Johns Hopkins University, 1910-11; Professor of Physics, Emory and Henry College, 1908—.

J. N. BROWN

Professor of Latin and Greek

A. B., Emory and Henry College, 1904; A. M., University of Chicago, 1907; Instructor in Latin and Greek, Abingdon Male Academy, 1902-03; Professor of Latin and Greek, Centenary College of Louisiana, 1904-06; Graduate Student, University of Chicago, Summer Quarter, 1905; Spring and Summer Quarters, 1906; Teacher in Waco High School, 1907; Professor of Latin and Greek, Stamford College, 1907-10; Graduate Student University of Chicago, Summer Quarter, 1910; Professor of Latin and Greek, Emory and Henry College, 1910-12; Graduate Student, University of Chicago, 1912-13; Professor of Latin and Greek, Emory and Henry College, 1913—. Absent on Leave, 1918-1919.

LEONIDAS WAKEFIELD CRAWFORD, JR.

Professor of English Language and Literature

A.B., Trinity College, 1898; Instructor, Rutherford College, 1900-02; M. A., Columbia University, 1903; Graduate Student, Columbia University, 1903-05; Instructor, Polytechnic Institute, Brooklyn, 1095-07; Tutor, College of the City of New York, 1907-09; Professor of English, Sweet Briar College, 1909-11, Assistant to the Director Columbia University, Summer Session, 1912—; Professor of English, Emory and Henry College, 1911—; Dean, 1912-18. Absent on Leave, 1918-1919.

HOWELL MEADORS HENRY

Dean and Professor of History and Economics

A. B., Newberry College, 1898; taught six years in the public schools of South Carolina; Fellow in Vanderbilt University, 1907-09; M. A., Vanderbilt, 1908; Instructor in History at Vanderbilt, 1909-1913; Ph. D., Vanderbilt, 1913; Professor of History and Economics in Emory and Henry College, 1913; Dean, 1918—.

ALBERT G. SANDERS

Professor of Modern Languages

Southwestern University, 1901-04; Peacock School, Atlanta, 1905-07; Yale, B. A., 1907; Oxford University, 1907-10, (B. A. Lit. Hum.); Yale Graduate School, 1910-12; Acting Professor of Greek, Emory College, 1912-13; M. A., Oxford, 1914; Emory and Henry College, 1913—.

JOSEPH KENT ROBERTS

Professor of Biology and Geology

A. B., Emory and Henry College, 1910; A. M., Johns Hopkins University, 1915; Instructor, Mt. Vernon Collegiate Institute, 1915-16; Assistant Geologist, Central of Georgia Railway, Summers 1916-17; Assistant State Geologist Tennessee, Summer, 1918; U. S. Naval Reserve Force, June-December, 1918; Member American Institute of Mining Engineers, and American Association for Advancement of Science; Instructor in Geology and Biology, Emory and Henry College since 1916—.

W. B. MITCHELL
Professor of Chemistry

A. B., Hendrix College, 1907; Graduate Student in Chemistry, Chicago, Summers, 1914-15-16-17; Graduate Student in Eng. Chemistry, Columbia, Summer, 1918; Principal Emmet High School, Arkansas, 1907-08; Professor of Science in Morrisville College, Missouri, 1908-09; Professor of Science and Mathematics in Clarendon College, Texas, 1909-12; Principal of Magazine Academy, Arkansas, 1912-13; Professor of Chemistry and Physics in Kentucky Wesleyan College, 1913-17; Professor of Chemistry in Emory and Henry College since February, 1917—.

DAVID H. MUNSON
Professor of English and Public Speaking

Diploma DeKalb Normal, 1904; Principal Leland H. S., Ill., 1900-02; Superintendent Rollo H. S., 1904-07; A. B., Illinois Wesleyan University, 1913; A. M., *ibid*, 1914; *ibid* assistant English, 1913-14; *ibid*, Graduate Student, Summers 1913-14; Professor English and Public Speaking, Ellsworth College, 1914-17; Graduate Student, So. Minnesota University, Summers 1915-16-17-18; Professor English and Public Speaking, Dakota Wesleyan University, 1917-18; Professor English and Public Speaking, Emory and Henry, 1918—.

J. W. COLE
Acting Professor of Latin

A. B., A. M., Emory and Henry College

EARLE WETTENGEL
Professor of Military Science and Tactics

Captain Infantry, U. S. A.; A. B. and LL. B., University of Denver

Officers of Administration

CHAS. C. WEAVER
President and Chairman of Faculty

H. M. HENRY
Dean and Vice-Chairman of Faculty

W. B. MITCHELL
Secretary of Faculty

J. K. ROBERTS
Registrar

FRED ALLISON
Treasurer of the College

J. E. ANDERSON
 R. O. SHARITZ
 M. L. BLEVINS
 C. B. DOUTHATT
Librarians

RUTH WEAVER
Stenographer

N. C. McMAHAN
Bookkeeper

Faculty Committees

ADMISSION AND COURSE OF STUDY
 Dean Henry, Dr. Miller, Prof. Sanders

COMMITTEE ON SCHEDULE
 Prof. Mitchell, Prof. Munson, Prof. Cole.

COMMITTEE ON DISCIPLINE
 President Weaver, Dr. Miller, Prof. Allison

MANAGER OF LIBRARY
 Prof. Sanders.

DEBATE COUNCIL
 Prof. Munson, Dr. Henry, Prof. Sanders

Historical Sketch

Emory and Henry College was founded by the Holston Conference of the Methodist Episcopal Church, South. This Conference was organized in Knoxville, Tennessee, November 27, 1824, with 41 traveling preachers, 14,934 lay members, making a total of 14,975 members, clerical and lay.

When it met in Abingdon, Virginia, in its twelfth session, in October, 1835, it had grown to 70 traveling preachers, 23,901 lay members, making a total membership of 23,971.

At this twelfth session a committee, composed of Rev. Creed Fulton, Rev. Thomas Springfield, Rev. T. K. Catlett, Rev. William Patton, Dr. Joseph B. M. Rees, Judge J. Peck, and Gen. J. Cock, was appointed to select a location for a College and Manual Labor School. Rev. Creed Fulton, the leading member of this committee, became the chief agent in founding Emory and Henry College. He had been the financial agent, during the Conference year 1834-1835, of a school, established some years before, at New Market, Tennessee, and had become convinced that conditions there did not admit of any large success, hence he had communicated his views to the Trustees of Holston Seminary, and had induced that body, in a meeting of September 30, 1835, to recommend to the Conference removing the location of the Holston Seminary (Manual Labor School) and setting apart the building and a portion of the grounds at New Market to be used as a Female Academy, under the direction of the Conference. On his way home from the session of the Conference that appointed the above named committee, he called at the residence of Tobias Smyth, Esq., within one mile of what is now Emory, Va., to return a borrowed horse, and while there, influenced by the suggestion and proposed subscription of Mr. Smyth, he formed the idea of testing this community and possibly discovering and creating conditions more favorable to realizing the purpose of the Conference than then existed elsewhere. Before leaving it was arranged that he should return to the community and address the people upon the enterprise at a sale to take place November 11, 1835, at the former residence of Mr.

John Smyth, recently deceased. He was present, advocated the cause, took a subscription, and met with most gratifying success. For six weeks following the work was pressed and the subscription grew.

On December 31, 1835, the Conference Committee met in Abingdon, Va., and on the next day, January 1, 1836, it organized and proceeded to examine the proposed site at Emory, Va. On this same day, "after examining said site, and comparing it with other sites proposed elsewhere, together with the subscriptions and prospects of subscriptions at each and every place," the site was approved, the school located, the location for the main building designated, and committees appointed to purchase the ground, erect the buildings, and prepare an address to the people making an appeal for the enterprise.

The cornerstone of the main building was laid with Masonic ceremonies on September 30, 1836, and the Holston Conference, at its session in October, 1836, christened the institution Emory and Henry College, in honor of Bishop Emory and Patrick Henry, and appointed Creed Fulton agent. In October, 1837, the Conference appointed a Board of Trustees and Visitors, gave it a constitution, and recommended the institution to be opened to students the following spring. On February 20, 1838, Rev. Charles Collins, who was born April 13, 1813, in North Yarmouth, Me., and who graduated from the Wesleyan University, Middletown, Conn., in the year 1837, as a first honor man in a class of fifteen, was elected President and opened the College to students April 2, 1838. The charter was given by the Legislature of the State of Virginia, March 25, 1839. President Collins soon had associated with him in the work of the College three other young men of New England and graduates of Wesleyan University. They were Ephraim Emerson Wiley, William Harlow and Edmund Longley. These four men were men of unusual ability and culture, and did a work of incalculable value in determining the institution's ideals of culture, scholarship and character.

President Collins resigned July 22, 1852, and his colleague, Dr. Wiley, succeeded him and held office continuously until June 17, 1879. Later he was acting president from February 21,

1880, to June 15, 1880. This truly great man gave his life to Emory and Henry, and perhaps no name is so intimately associated with the College as that of Dr. Wiley. His connection began in October, 1838, and for more than fifty-four years he served the College as Professor, President, Trustee, and Treasurer.

The list of the presidents of the College, since Dr. Wiley retired from the presidency in 1879, and their terms of office are: John L. Buchanan, LL. D., from June 17, 1879, to February 21, 1880; Rev. D. Sullins, D. D., from June 15, 1880, to June 8, 1885; E. E. Hoss, D. D., from June 15, 1885, to August 29, 1885, when he resigned to accept a chair in Vanderbilt University. He was succeeded by T. W. Jordan, LL. D., whose term of service as President continued until July 18, 1888. Dr. Jordan was followed by Major R. W. Jones, L.L. D., who resigned in October, 1889. James Atkins, D. D., was the successor of Major Jones and he guided the fortunes of the College until June 6, 1893. He was followed by R. G. Waterhouse, D. D., who was president for seventeen years, resigning when elevated to the Episcopacy by the General Conference of May 1910. The period covered by this last administration was one of marked success. The debt was paid, new buildings erected and new equipment purchased, new departments of instruction established and the attendance greatly increased. Bishop Waterhouse was succeeded by the present incumbent, June 8, 1910.

The original design was to make a Manual Labor School. Each pupil was required to work so many hours per day on the College farm, for which he was given due credit on his fees, but this was so unprofitable that after a very few years compulsory labor was discontinued, and only those who volunteered were given employment. This, too, proving to be an expense to the College, was discontinued. The entire manual labor feature, therefore, was abandoned after about eight years of faithful but disappointing effort, during which time the Trustees thoroughly demonstrated that a school of that character could not be maintained without a large endowment.

The patronage grew until interrupted by the political disturbances just prior to the outbreak of the Civil War, its enrollment reaching, in 1860, two hundred and eighty-three. From

the outbreak of the war until its close, in 1865, the property was used by the Confederate Government for hospital purposes.

In 1865, the buildings having been thoroughly renovated and repaired, the work of the College was resumed, and has continued uninterruptedly to the present.

At its session in 1918 the Holston Conference, by unanimous resolution, ordered the consolidation of Emory and Henry and Martha Washington Colleges under one Board of Trustees. The Boards of the two Colleges proceeded immediately to carry out their instructions, and application was made for amendment to the charter of Emory and Henry College which was granted by the State Corporation Commission, and the new Board was organized under this charter on February 18, 1919.

Location, Buildings and Grounds

LOCATION

The College is located in "Old Virginia," in her "great Southwest," in a mountain valley, twenty-one hundred feet above the sea, amid beauty that charms and refines like poetry or music, and in an atmosphere that enriches blood, builds up bone, nerve, muscle, body and brain.

Accessibility—The Norfolk and Western Railroad, a part of the great trunk line from the South to the North and East, passes through the College lands, and has a depot on the grounds. Persons coming from the South and Southwest should buy through tickets to Emory, Va.

Emory, Va., is the name of the postoffice, railroad and express station. It is a money-order office.

There are convenient telegraph offices in the adjacent villages of Glade Spring and Meadow View. These are connected with Emory by telephone.

BUILDINGS AND GROUNDS

The College now owns about one hundred acres of beautiful land in the center of which the buildings are located.

The Byars House is the College boarding house and hotel. The building is of modern style, commodious and convenient.

The halls of the Calliopean and Hermesian Literary Societies occupy the third floor of this building. These halls are finely finished and superbly furnished. They are beautified by the contributions of cultured taste and a liberal expenditure of means, so that they are unsurpassed, possibly unequalled, by any halls used for similar purposes in other institutions. Here these celebrated societies, under the guidance of a progressive leadership and impelled by the stirring and ennobling memories of many years, meet once every week for forensic discussion and to use other means for literary cultivation and manly development.

The Sam W. Small Gymnasium is a large octagonal building, named in honor of the noted evangelist—a member of the class of 1871, whose public spirit and liberality were the largest contributors.

The "Students' Home" is a new and very beautiful building conveniently located between the Science Hall and the Byars House. It consists of two wings two stories high connected by the Y. M. C. A. Hall. The building is supplied with shower baths, heated with steam, and has accommodations for sixty boys. The Y. M. C. A. Hall has a seating capacity of about 250; it is well lighted and seated with opera chairs. Adjoining this is a large parlor and above is the Y. M. C. A. office and committee room.

The "Stuart Memorial" Building is the most recently erected of our dormitories. It is two stories high, with accommodations for sixty boys; heated by steam, with shower baths and water on each floor. This is a very handsome and convenient building, and no young man needs more comfortable quarters than can be found here.

The Fitting School is situated across the railroad from the College campus on grounds of its own. The Fitting School Building is a handsome building of three stories and basement. It contains study hall, class rooms, rooms for Principal, and accommodations for fifty-two students.

The Fulton House is very conveniently located near the entrance to the campus, and is used as a boarding hall for students, as well as for transient guests. It contains a large dining room and accommodates a number of students.

The Creed Fulton Astronomical Observatory and Physical Laboratory, erected as a memorial to the Reverend Creed Fulton, chief founder of the College, was opened to students in February, 1915. The central portion, containing the revolving dome, is three stories, the wings one story and basement. The building contains the following rooms: General lecture room, general laboratory, electrical laboratory, optical laboratory, photography room, furnace room, clock vault, transit room, storage room, and office. The Physics department is equipped with

sufficient apparatus for standard college work. A six-inch equatorial telescope, clock driven, with micrometer, has recently been installed in the dome.

The Wm. Morrow Science Hall is a two-story brick building, containing recitation rooms and laboratories for the Departments of Chemistry and Biology. The building is well equipped with scientific apparatus necessary for these departments and affords ample accommodations for all students desiring work of this kind. The building is lighted by electricity and has an automatic gas machine which furnishes gas for all experimental work.

The new Administration Building is one of the best of its kind in the State. It consists of large, well-lighted recitation rooms, offices for the various members of the Faculty and other College officers, a beautiful auditorium, well arranged and finely furnished, library, etc. The building is heated with steam and lighted with electricity. In arrangement there is but little more to be desired, and its construction and use puts Emory and Henry in a position as to equipment that is excelled by but few schools.

Among the improvements made by the College none have added more to the attractiveness and comfort of the place than the new electric lighting and heating plant.

Under the supervision of Wiley & Wilson, prominent consulting engineers of Lynchburg, Virginia, the College installed a direct connected steam turbine and 50 k. w. electric generator outfit. This furnishes not only light for the College buildings, grounds and community but also power for a motor which pumps water from the spring to the reservoir.

The exhaust steam, after driving the turbine, heats comfortably the Administration Building and Students' Home.

Charter

Passed March 25, 1839;
Amended Feb. 4, 1890, March 14, 1913, January 28, 1919.

The Trustees of Emory and Henry College, a corporation duly created under Chapter 184 of the Acts of the General Assembly of Virginia, passed March 25, 1839, amended February 4, 1890, and further amended March 14, 1913, desiring to have its charter amended in the respect hereinafter set out, executes this certificate, as required by law, through its president, under its corporate seal attested by its Secretary, and sets out:

That there was held on the 20th day of November, 1918, at Emory, in Washington County, Virginia, after due notice to all of the Trustees, a meeting of the Board of Trustees of said College, at which meeting the said Board of Trustees unanimously passed a resolution declaring that it was advisable to amend the charter of said College so that it shall have the right to operate a College for men at Emory, Virginia, under the name of Emory and Henry College and a co-ordinate College for women at Abingdon, Virginia, under the name of Martha Washington College, and to create a union of Emory and Henry College and Martha Washington College for this purpose; and to effect these purposes that the charter of "The Trustees of Emory and Henry College," as severally amended, be amended and altered so as to read as follows:

Article 1. That there be, and is hereby established in the County of Washington, State of Virginia, an institution of learning for the instruction of youth in the various branches of science, literature, philosophy, the liberal and useful arts, agriculture, and ancient and modern languages, which shall consist of two co-ordinate Colleges, one for the education of men, to be known as Emory and Henry College, and to be operated at Emory, in said County, and the other for the education of women, to be known as Martha Washington College, and to be operated at Abingdon, in said County.

Article 2. That E. E. Hoss, John A. Buchanan, R. L. Pennington, J. S. French, W. M. Hull, E. S. Finney, R. G. Waterhouse, John C. Orr, H. C. Stuart, S. M. Bernard, Leon Jourolmon, E. F. Kahle, E. E. Wiley, Alexander Stuart, T. J. Eskridge, F. A. Carter, J. B. Ward, J. W. Perry, M. H. Honaker, S. W. Keys, G. A. Lambert, S. C. Williams, L. C. Hassinger, J. L. Kelly, W. M. Morrell, James A. Burrow, C. C. Weaver, S. D. Long, E. C. Reeves, I. P. Martin, Geo. E. Penn, Sr., E. H. Cassidy, who are hereby appointed Trustees, and their successors in office, are hereby constituted a body corporate under the name of "Emory and Henry College," who shall have perpetual succession and a common seal; may sue or be sued, implead or be impleaded; may receive and hold property for the benefit of said institution; in said name receiving and holding all lands, buildings, and other appurtenances, property rights, claims and privileges, formerly belonging to or in any wise appertain-

ing to "The Trustees of Martha Washington College," and any gift, grant, devise, bequest or donation of property to said Martha Washington College, shall be effective to vest the title to said property in said body corporate, to be held for the benefit of said College.

And said Trustee shall for the benefit of said Colleges, possess, purchase, receive, and retain to themselves and their successors in office, any lands, tenements, rents, goods and chattels, or any other property whatever which may hereafter be given or purchased for the use of said Colleges, and dispose of same in any way they shall adjudge most useful to the interests and legal purposes of the institution; to execute bonds, notes or other evidences of debt, and to secure the same by deeds of trust upon the property of the corporation; and said Trustees may receive donations, bequests, devises, and in their discretion purchase and hold property, real and personal, wheresoever situated, and use and control same for additional purposes in the founding and maintaining of schools and academies under such rules and regulations as the said Trustees may prescribe. And said Trustees may adopt from time to time such by-laws, rules and regulations, not contrary to the laws of this Commonwealth, as shall by them be thought essential to the good order and government of the professors and students of said Colleges, or the management, control and disposition of any of the property or properties of the corporation.

Article 3. Seven trustees shall constitute a quorum for the transaction of business; but when a meeting is to be held for the nomination of a new member of the Board of Trustees, or for the election of a President of the College, or of a professor, then ten shall constitute a quorum.

Article 4. That the said Trustees shall annually elect all officers of said institution; and the Treasurer or Treasurers of said Colleges shall give bond with approved security payable to "Emory and Henry College," conditioned faithfully to discharge the duties of said officers, and render an account of all monies, goods and chattels received and expended by them on account of and for the use of said Colleges, and on failure so to do, shall be subject to legal proceedings under the laws of this Commonwealth.

Article 5. That the number of Trustees shall be thirty-two and shall hold office as follows:

The one-fourth first named Trustees in Article 2 of this charter shall hold office for one year from the annual meeting of the Board of Trustees in the year 1919; the one-fourth second named Trustees in said Article shall hold office for two years from said date; the one-fourth third named Trustees in said Article shall hold office for three years from said date; and the one-fourth fourth named Trustees in said Article shall hold office for four years from said date, and until their successors are duly elected or appointed as hereinafter provided.

The Board of Trustees, at its annual meeting in the year 1919, and in each year thereafter, shall nominate one-fourth of the number of trustees, for a term of four years from the annual meeting succeeding the confirmation

or appointment of said trustees as hereinafter provided to take the places of those trustees whose terms of office first expires thereafter, who shall be confirmed by the Holston Annual Conference of the Methodist Episcopal Church, South, on recommendation of the Board of Education of said Conference; such nomination and confirmation being necessary to an election. Any member of said Board of Trustees is eligible to re-election indefinitely.

In case the Board of Trustees fail to nominate, or the Holston Annual Conference fails or refuses to confirm a nomination on or before the fourth day of the ensuing annual meeting of said Holston Annual Conference of the Methodist Episcopal Church, South, a vacancy exists, which vacancy shall be filled by appointment by the Bishop having in charge the Holston Annual Conference at that time. Any vacancy or vacancies in said Board of Trustees occasioned by death, resignation, removal or other causes than those stated above, shall be supplied for the unexpired term in the same manner as provided in this section for the election or appointment of a Trustee.

Article 6. That the said Trustees shall have power to confer in the name of each College, literary degrees and distinctions in the same manner as other literary institutions heretofore incorporated by authority of this Commonwealth.

Entrance Subjects and Their Value in Units

For admission to the college an *entrance unit* of preparatory work is a subject of study pursued in an academy or high school through a session of nine months in five weekly recitations of forty minutes each.

The required number of entrance units (15) is to be selected from the following list of subjects in the manner prescribed on page —. The value of an entrance credit of each subject or part of a subject is as shown in this list:

ENGLISH

HIGHER ENGLISH GRAMMAR— $\frac{1}{2}$ unit.

ELEMENTS OF RHETORIC AND (weekly written) COMPOSITION—1 unit.

ENGLISH LITERATURE— $1\frac{1}{2}$ units.

The preparation in English has two objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence and appreciation.

The first object requires thorough instruction in Grammar and Grammatical Analysis, and in Composition; and in every test of such instruction *knowledge of the book will be regarded less important than the ability to speak and write correct English*. Written work should include letter-writing, narration, description, and easy exposition and argument.

The second object is sought in a preparation in English Literature which requires of the student the *reading* of some works and the *study* of some others. The aim of the *reading course* is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads. The *study course* is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact

meaning of words and phrases, and the understanding of allusions.

In connection with both reading course and study course the student should be trained in reading aloud, and should commit to memory some of the more notable passages both of prose and verse; and should be acquainted with the most important facts in the lives of the authors read and with their places in literary history.

The *reading* and *study* requirements for the years 1915-19 will be *two* selections from *each* of the *reading* groups, and *one* selection from each of the *study* groups following:

READING GROUP 1. CLASSICS IN TRANSLATION

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the books of Ruth and Esther; The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; The *Aeneid*. The *Odyssey*, *Iliad* and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other reading group may be substituted.

READING GROUP 2. SHAKESPEARE

(Two selections)

A Midsummer Night's Dream; *The Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Caesar*; *Macbeth*; *Hamlet*. If any one of the last three are selected under Study Group 1, it may not be chosen under this reading group.

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READING GROUP 3. PROSE FICTION (Two selections)

Malory's *Morte d'Arthur*; Bunyan's *Pilgrim's Progress*, *Part I*; Swift's *Gulliver's Travels*; Defoe's *Robinson Crusoe*, *Part I*; Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; Scott's Novels, any *one*; Jane Austen's Novels, any *one*; Maria Edgeworth's *Castle Rackrent*, or *The Absentee*; Dickens' Novels, any *one*; Thackeray's Novels, any *one*; George Eliot's Novels, any *one*; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Reade's *The Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes' *Tom Brown's School Days*; Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*; Cooper's Novels, any *one*; Poe's *Selected Tales*; Hawthorne's *The House of Seven Gables*, or *Twice-Told Tales*, or *Mosses from an Old Manse*; a collection of *Short Stories* by various standard writers.

READING GROUP 4. ESSAYS, BIOGRAPHY, ETC. (Two selections)

Addison and Steele's *The Sir Roger de Coverley Papers*, or selections from the *Tatler* and *Spectator* (about 200 pages); selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography*; selections from Irving's *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southe's *Life of Nelson*; selections from Lamb's *Essays of Elia* (about 100 pages); selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's lectures on *Swift*, *Addison*, and *Steele* in the *English Humorists*; any one of the following essays of Macaulay: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*; selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies*, or *Selections* (about 150 pages); Dana's *Two Years Before the Mast*; selections from Lincoln's letters and addresses, including at least the two inaugural addresses, the speeches in Independence Hall and at Gettysburg, his last public address, the letter to Horace Greeley, and with these some brief memoir or estimate of Lincoln;

Parkman's *The Oregon Trail*; Thoreau's *Walden*; selections from Lowell's essays (about 150 pages); Holmes' *The Autocrat of the Breakfast Table*; Stevenson's *An Inland Voyage and Travels with a Donkey*; Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of *Essays* by Bacon, Lamb, De Quincy, Hazlitt, Emerson and later writers; a collection of *Letters* by various standard writers.

READING GROUP 5. POETRY (Two selections)

Palgrave's *Golden Treasury (First Series)* Books *II* and *III*, with special attention to Dryden, Collins, Gray, Cowper and Burns; Palgrave's *Golden Treasury (First Series)* Book *IV*, with special attention to Wordsworth, Keats and Shelley (if not chosen under Study Group 2); Goldsmith's *The Traveler* and *The Deserted Village*; Pope's *The Rape of the Lock*; a collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge's *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold*, *Canto III or IV*, and *The Prisoner of Chillon*; Scott's *The Lady of the Lake*, or *Marmion*; Macaulay's *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up in a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus—", *Instans Tyrannus*; Arnold's *Sohrab and Rustum*, and *The Forsaken Merman*; selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow and Whittier.

STUDY GROUP 1. DRAMA (One selection)

Shakespeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

STUDY GROUP 2. POETRY

(One selection)

Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

STUDY GROUP 3. ORATORY

(One selection)

Burke's *Speech on Conciliation with America*; Macaulay's *Speech on Copyright* and Lincoln's *Speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

STUDY GROUP 4. ESSAYS

(One selection)

Carlyle's *Essay on Burns*, with a selection from Burns' *Poems*; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

Examination. However accurate in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which will be on grammar and composition and the other on literature.

In grammar and composition the candidates will be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subject will be drawn from the books read, from the candidate's other studies, and from his personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make his

own selections. He will not be expected to write more than four hundred words per hour.

The examination in literature will include:

(a) General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under the *reading course* above. The candidate will be required to submit a list of the books read in preparation for the examination certified by the principal of the school in which he was prepared; but this list will not be made the basis of detailed questions.

(b) A test on the books prescribed for the *study course* above, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

SCIENCE

PHYSICS—1 unit. The preparation in Physics must include the study of at least one standard high school text, together with the making of a laboratory notebook, certified by the instructor, covering at least forty exercises from a list of sixty or more.

CHEMISTRY—1 unit. The preparation in Chemistry must include the study of at least one standard high school text, together with the making of one laboratory notebook, certified by the instructor, covering at least forty experiments from a list of sixty or more.

BOTANY— $\frac{1}{2}$ or 1 unit. The preparation in Botany must include the study of at least one standard high school text, together with the making of an approved laboratory notebook, certified by the instructor.

ZOOLOGY— $\frac{1}{2}$ or 1 unit. The preparation in Zoology must include the study of at least one standard high school text, together with the making of an approved laboratory notebook, certified by the instructor.

PHYSIOGRAPHY— $\frac{1}{2}$ or 1 unit. The preparation of Physiography must include the study of at least one standard high school text, together with the making of an approved notebook of drawings and maps, certified by the instructor.

Credit in Science will be based upon the time devoted to each course and the quality of the work done, and not upon the ground covered. The definition of a unit will be strictly adhered to. High school courses in Science, otherwise adequate, will be allowed only half credit unless individual field and laboratory work has been done and attested either by certificate or by the presentation of properly certified notebooks.

MATHEMATICS

ALGEBRA TO QUADRATICS—1 unit. This includes Addition, Subtraction, Multiplication, Division, Factoring, Highest Common Divisor, Lowest Common Multiple, Fractions, Simple Equations, Simultaneous Equations, Involution, Evolution, Theory of Exponents, Surds.

ALGEBRA FROM QUADRATICS TO BINOMIAL THEOREM FOR POSITIVE INTEGRAL EXPONENTS—1 unit. This includes Quadratic Equations, Ratio and Proportion, Variation, Progressions, Inequalities, Variables and Limits, Indeterminate Equations, Binomial Theorem for positive integral exponents.

PLANE GEOMETRY, five books—1 unit.

SOLID GEOMETRY— $\frac{1}{2}$ unit.

PLANE AND SPHERICAL TRIGONOMETRY— $\frac{1}{2}$ unit.

LATIN

GRAMMAR AND COMPOSITION—1 unit. The inflections, syntax of cases and verbs, structure of the sentence in general, with particular regard to relative and conditional clauses, indirect discourse and the subjunctive; translation into Latin of detached sentences and easy continuous prose based on Caesar and Cicero.

CAESAR—1 unit. Four books of "Gallic War," with Composition.

CICERO—1 unit. Six orations chosen from the four against Catiline, Archias, the Manilian Law, Roscius, Verres, Sestius, Marcellus. Composition.

VERGIL—1 unit. Six books, with Composition. In place of the III, V, and either IV or VI book of Vergil, may be substituted three books of Ovid's *Metamorphoses*.

Note: Students presenting certificates for the revised high school courses in Latin prescribed by the Virginia State Board of Education (three books of Caesar, four orations of Cicero and four books of Vergil) will be given credit for three and one-half units of Latin in accordance with a resolution adopted by the Association of Virginia Colleges.

HISTORY

The candidate may present for the required unit any of the following:

ANCIENT HISTORY (GREEK AND ROMAN)—1 unit.

MEDIAEVAL AND MODERN EUROPEAN HISTORY—1 unit.

ENGLISH HISTORY—1 unit.

AMERICAN HISTORY—1 unit. Civics may be a part of this course.

Credit in History will be based upon the time devoted to each course and the quality of the work done, and *not upon the ground covered*. The definition of a unit will be *strictly adhered to*.

The work presented in History must have been based in each case upon a text-book equal in thoroughness and dignity to the following: West's *Ancient History* and Wolfson's *Essentials in Ancient History*; Bourne's *Mediaeval and Modern History*; Robinson's *Western Europe*; Myer's *Mediaeval and Modern History*; Walker's *Essentials in English History*; Coman and Kendall's *History of England*; Montgomery's *Student's History of England*; Hart's *Essentials of American History*; Channing's *Student's History*; McLaughlin's *History of the American Nation*.

FRENCH

FIRST YEAR—1 unit. The work should comprise (a) careful drill in pronunciation; (b) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles and pronouns; the use of personal pronouns, adverbs, prepositions and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (c) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (d) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translation into French easy variations of the sentences read, and in reproducing from memory sentences previously read; (e) writing French from dictation.

SECOND YEAR—1 unit. The work should comprise (a) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, and historical and biographical sketches; (b) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (c) frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read; (d) writing French from dictation; (e) continued drill in the rudiments of grammar, with constant application in the construction of sentences; (f) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Cameron's *French Prose and Composition*; Sandeau's *Mademoiselle de la Seiglière*; Feuillet's *Le Roman d'un Jeune Homme Pauvre*; Dumas's *La Tulipe Noire*; Loti's *Pecheur d'Islande*; *Histoire de France*; About's *Le Roi de Montagnes*; Bruno's *Le Tour de la France*; Daudet's easier short tales; Foa's *Contes Biographiques* and *Le Petit Robinson de Paris*; La Bedolière's *Le Mere Michel et son Chat*; Foncin's *Le Pays de France*; Mérimée's *Colombæ*; extracts from Michelet; Verne's stories.

THIRD YEAR—1 unit. Intermediate French, including the reading of 400 to 600 pages of French of ordinary difficulty.

GERMAN

FIRST YEAR—1 unit. The work should comprise (a) careful drill upon pronunciation; (b) memorizing and frequent repetition of easy colloquial sentences; (c) drill in the rudiments of grammar, i. e., upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler use of the modal auxiliaries, and the elementary rules of syntax and word order; (d) abundant easy exercises designed not only to fix in the mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (e) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon the sentences selected from the reading lesson, and in the reproduction from memory of sentences previously read.

SECOND YEAR—1 unit. The work should comprise (a) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (b) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (c) continued drill in the rudiments of grammar, directed to the ends of enabling the pupil, first, to use his knowledge with facility in the formation of sentences, and, second, to state his knowledge correctly in the technical language of grammar.

Suitable texts for elementary course are Thomas's Practical German Grammar; Guerber's *Märchen und Erzählungen*; Arnold's *Fritz auf Ferein*; Baumbach's *Die Nonna* and *Der Schweißersohn*; Gerstäcker's *Germelshausen*; Heyse's *Das Mädchen von Treppi*; Hillern's *Höher als die Kirche*; Storm's *Immensee* and *Geschichten aus der Tonne*; Leander's *Traumereien* and *Kleine Geschichten*; Zschokke's *Der Zerbrochene Krüg*; Benedix's *Der Prozess*. For the second year are Anderson's *Märchen*, or *Bilderbuch*, or Leander's *Traumereien*; after that such a story as *Das*

Kalte Herp, or *Der Zerbrochene Krüg*, then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach or Seidel; lastly, *Der Prozess*.

THIRD YEAR—1 unit. Intermediate German, including the reading of 400 pages of approved prose and poetry.

SPANISH

Requirements equivalent to those in French.

GREEK

FIRST YEAR—1 unit. Grammar and Composition. The common forms, idioms and constructions, and the general grammatical principles of the Attic Greek prose.

SECOND YEAR—1 unit. The first four books of Xenophon's *Anabasis*, grammar and composition.

THIRD YEAR—1 unit. Homer's *Iliad*, the first three books, with prosody and translation at sight.

OTHER SUBJECTS

Credit may be had for the following subjects, based upon the requirement that each unit of credit shall be the *equivalent* of 120 "sixty-minute" hours of high school work:

Manual Training, comprising shop work, mechanical and free-hand drawing, and applied arts. 1 or 2 units.

Household Arts and Sciences (two years for 1 unit). 1 or 2 units.

Agriculture. 1 or 2 units.

Vocational Subjects. 4 units. A maximum of 4 units of vocational credits will be accepted for entrance, as follows: Shorthand, $1\frac{1}{2}$ units (two years of high school work); Book-keeping, 1 unit; Typewriting, $\frac{1}{2}$ unit; Commercial Arithmetic, $\frac{1}{2}$ to 1 unit.

Requirements for Degrees

The unit of credit for courses in the College is the "quarter," which is, one subject pursued for twelve weeks with five recitations per week. Three *quarters* (fifteen hours a week) together with one hour a week of Bible is the maximum and minimum of work required of every student. Laboratory work is credited on the basis of not less than two hours of laboratory for one hour of recitation.

To receive the Bachelor's degree the student must have completed 36 quantity and quality *quarters* of work, have satisfied the requirements in physical training, and have completed four hours of Bible distributed one hour a week during each of four years. At least 18 of the 36 *quarters* of work must be done in residence at Emory and Henry College.

In the summation of quality credits, quarter grades below 80 count for nothing; a quarter grade from 80 to 84 is credited as one *quality quarter*, from 85 to 89 two *quality quarters*, from 90 to 100 as three *quality quarters*.

Of the 36 *quarters* of work, the following are prescribed for all students for graduation: English, 4 *quarters*; History, 2 *quarters*; Mathematics, 3 *quarters*; Foreign Language, 6 *quarters*; Psychology, 2 *quarters*; Science, 4 *quarters*; and in addition the student must offer a continuation course of 8 *quarters* in some one subject and an allied course of 6 *quarters* in a subject closely related to his continuation course.

NOTE 1.—The requirements in Foreign Languages must embrace at least two quarters as a minimum in any one subject. If the student offers four units in Latin for entrance the minimum requirement in Latin in addition will be two quarters.

NOTE 2.—The requirement in Science is interpreted to mean that a student taking the minimum of four quarters in Science is confined to the following subjects: Physics, Chemistry, Biology, and must take two quarters each of two of these subjects.

NOTE 3.—The requirement in Physical Training will embrace at least three hours per week each year during the Freshman and Sophomore years and two hours per week each year during the Junior and Senior years.

NOTE 4.—In satisfying the requirement in Public Speaking a student has the choice of taking a regular course in public speaking, or preparing and delivering a certain number of original speeches, or combining with these a specified amount of work in one of the Literary Societies.

Students are required to make in each subject pursued an average grade of 75, in the calculation of which the recitation grade and the quarter's examination grade are of equal value. The student who fails to make 75 in any subject may remove the condition by an examination by the instructor before the beginning of the next quarter. Such examinations will be held on the day before the quarter or session opens and such students as fail to remove conditions at that time will be required to take the subject over in class. A student failing to make a grade of 60 on either recitation or examination will be required to take the subject over in class.

Orderly progress in college work means the doing of nine *quarters* each year for credit on requirements for the Bachelor's degree. Students will be given membership and privileges in the Sophomore class when they have obtained credit for seven *quarters*, of which one must be in Mathematics, two in English and two in Foreign Languages; in the Junior class when they have been credited with fifteen *quarters*, of which three must be in Mathematics, four in English, two in History, and three in Foreign Languages above A-courses; in the Senior class when lacking not more than twelve *quarters* of the work required for graduation and registered for these courses.

Courses of Instruction

Each of the courses listed and numbered below, unless it is otherwise stated, covers the work done in one subject in one quarter, twelve weeks; and has the value of "*one quarter*" in the *36 quarters* of college work required for graduation to the Bachelor's degree.

ASTRONOMY

ASTRONOMY 1. DESCRIPTIVE ASTRONOMY.

A complete course open to all college students. Five class hours together with certain observational work with the six-inch refracting telescope. Fee \$1.

Text: Moulton.

ASTRONOMY 2. PRACTICAL ASTRONOMY.

The first half of a more advanced course in descriptive and practical astronomy, with certain assignments in the observatory. Prerequisite, a knowledge of trigonometry. Fee \$1.

Text: Young's General Astronomy. References.

ASTRONOMY 3. PRACTICAL ASTRONOMY.

Descriptive and practical astronomy (continuation of Astronomy 2.) Fee \$1.

Text: Young's General Astronomy. References.

Not more than one course will be offered at the same time.

BIOLOGY

The courses offered in the Biological laboratory are designed to meet the need of the average student who may take Biology for the cultural value, while the courses also meet the needs of pre-medical students and any one desiring to continue graduate work in Biology. The laboratory is provided with compound microscopes in good condition, rotary microtome, paraffine bath and other necessary material for the courses given. The courses given fully meet the requirements of the American Medical Association.

BIOLOGY 1. BOTANY AND ZOOLOGY.

This course is the beginner's work and can be taken by any college student. It deals with simpler plant and animal forms and is almost entirely microscopic work. The principal points stressed to the general student is the similarity of all living matter, development from simple to complex, and the morphology of certain forms. Class 4 hours and laboratory 3 hours weekly. Fee \$5.

BIOLOGY 2. ZOOLOGY.

Biology 1 is required for entrance to this class. This course deals almost exclusively with animal study and members representing the various phyla are given in laboratory. Class 4 hours and laboratory 3 hours weekly. Fee \$5.

BIOLOGY 3. ZOOLOGY.

Biology 1 and 2 are required for entrance. This course deals with Embryology and development of the chick and tadpole. The student is required to make serial sections of both forms for study. Class work is done in the laboratory except the laboratory instructions. Laboratory work 10 hours weekly. Biology 1, 2 and 3 meet pre-medical requirements. Fee \$5.

BIOLOGY 4. ZOOLOGY.

Biology 1 and 2 are required for entrance to this class. This course deals with embryology of the pig. Serial sections are made of the pig embryo and various other organisms to show different stages of development. Class work 10 hours weekly. Fee \$10.

BIOLOGY 5. COMPARATIVE ANATOMY OF THE VERTEBRATES.

Biology 1, 2, 3 and 4 are required for entrance to this class, which deals with a comparative study of forms such as the amphioxus, skate, turtle and cat. Laboratory work is the chief feature of the course, which consists of 6 hours weekly. There are 2 hours class work weekly. This course is required of all students wishing to enter medical schools which require a degree for entrance. Fee \$10.

Text: Kingley's Comparative Anatomy of Vertebrates.

CHEMISTRY

CHEMISTRY 1. GENERAL INORGANIC.

Class room 4 hours; laboratory 3 hours.

Text: Alex. Smith's General Chemistry for Colleges.

CHEMISTRY 2. GENERAL INORGANIC.

This course is a continuation of Chemistry 1.

Text: Alex. Smith's General Chemistry for Colleges.

CHEMISTRY 3. INORGANIC LABORATORY.

Prerequisite, Chemistry 2. This is required of all medical students offering chemistry to meet the laboratory requirements, and also of students continuing in chemistry.

Class room 1 hour, and laboratory 9 hours.

CHEMISTRY 4. QUALITATIVE ANALYSIS.

This course includes the analysis for metal radicals in solution and in the dry form. Prerequisite, Chemistry 3.

Class room 1 hour, and laboratory 9 or 10 hours.

CHEMISTRY 5. QUALITATIVE ANALYSIS.

This course includes the analysis for acid radicals and of acid and metal radicals combined. Prerequisite, Chemistry 4. Class room 1 hour, and laboratory 9 or 10 hours.

CHEMISTRY 6. GRAVIMETRIC ANALYSIS.

Prerequisite, Chemistry 5. Students are given individual attention in the laboratory. Laboratory 10 hours.

Text: Talbot's Quantitative Analysis and others as references.

CHEMISTRY 7. VOLUMETRIC ANALYSIS.

Prerequisite, Chemistry 6, of which this is a continuation course.

CHEMISTRY 8. ORGANIC CHEMISTRY: THE ALIPHATIC SERIES.

This course consists of lectures 3 hours and laboratory 6 hours. Prerequisite, Chemistry 3. Each student will be asked to buy some good text in Organic Chemistry.

CHEMISTRY 9. ORGANIC CHEMISTRY: THE AROMATIC SERIES.

Prerequisite, Chemistry 8, of which this is a continuation course.

The best medical schools require Organic Chemistry for admittance. Students desiring to enter such schools should take Chemistry 8 and 9.

ECONOMICS

Economics 1 is prerequisite to any of those following it.

Probably not more than two of the courses following it will be offered in any one year. The main purpose of Economics 1 is to give a thorough understanding of the main principles and theories underlying the science with practical application to the economic problems of today.

The work in all the courses consists of text book assignments, lectures, class discussion, papers on specific topics and such broader collateral reading as time will permit.

To facilitate the work in advanced courses in this subject, as well as for the first year, may be mentioned the fairly complete number of Government documents in the Library and the access the students have to the leading Economic reviews: The Journal of Political Economy, The Quarterly Journal of Economics, The Political Science Quarterly, The American Economic Review.

ECONOMICS 1. PRINCIPLES OF ECONOMICS.

ECONOMICS 2. RAILWAY TRANSPORTATION.

ECONOMICS 3. MONEY AND BANKING.

ECONOMICS 4. LABOR UNIONISM.

ECONOMICS 5. TAXATION AND FINANCE.

ECONOMICS 6. INSURANCE.

ECONOMICS 7. TARIFF HISTORY OF THE UNITED STATES.

EDUCATION

EDUCATION 1. HISTORY OF EDUCATION.

The aims and methods of Greek and Roman education and of the educational reformers of the Seventeenth and

Eighteenth centuries with a brief survey of American education. Prerequisite, Psychology 1.

Text: Monroe's History of Education.

ENGLISH LANGUAGE AND LITERATURE

Of the following courses offered by this department, English 1, 2, 3 and 4 are, as a rule, required of all students; though for reasons of weight substitutions may be made.

ENGLISH 1. RHETORIC.

A brief review of grammar followed by intensive work in Rhetoric, comprising rhetorical principles, forms, figures, style and vocabulary, with much written work and class criticism.

ENGLISH 2. ENGLISH LITERATURE.

An historical survey course from time of Beowulf to the close of the Nineteenth century. An appreciative study of the representative authors of the various periods. (Not offered 1919-20.)

ENGLISH 3. AMERICAN LITERATURE.

A general survey of the historical development and the distinctive trend of American literature, based upon an intensive study of representative writers.

ENGLISH 4. SHAKESPEAREAN DRAMA.

This course employs lectures, reports, analysis, discussions and appreciative study of the tragedies and comedies, covering a minimum of fifteen plays.

ENGLISH 5. THE EARLY ENGLISH DRAMA.

The study of the rise and development of the English drama from the earliest Miracle and Morality plays, emphasizing the contemporary Shakespearean playwrights, including Marlowe, Kyd, Johnson, Dekker, Fletcher, Middleton and Shirley.

ENGLISH 6. SHORT STORY.

This course will cover the history, characteristics and principles of the short story, based on a definite text with much reading and writing of short stories.

ENGLISH 7. DANTE AND SPENSER.

A critical and appreciative study of Dante's *Divine Comedy* and Spenser's *Faerie Queen* with minor attention to Milton's *Paradise Lost* and *Paradise Regained*. Emphasis on the epic and allegory in non-dramatic literature, with lectures, discussions, reports and reading.

ENGLISH 8. CHAUCER.

This course reviews the history of the earliest English writings, concluding with an intensive study of Chaucer's works. Lecture and elementary work in Anglo-Saxon with association to modern vocabulary; discussions, analysis, reports and reading.

ENGLISH 9. LITERARY APPRECIATION.

Based on lecture and study of literary forms, methods, style, critical apparatus, critical analysis of atmosphere, motive, spirit and an attempt to discover the basis of literary judgment. Readings in classics, novels, essay, drama, history and current story magazines. The course involves great variety of reading and the criticism of standard and current literature from the point of social tendency, life, philosophy and real value.

ENGLISH 10. ESSAYS.

A study of the rise and development of the essay, with much attention paid to the Nineteenth century English essayists.

ENGLISH 11. GREEK LITERATURE.

This course provides for advanced students, not versed in the Greek language, the master English translations from the originals of Homer, Plato, Demosthenes and the tragedies of Aeschylus, Aristophanes, Euripides and Sophocles. Attention given to the social, religious and thought life of the ancient Greeks with a critical survey and appreciation of their literature. Open only to Juniors and Seniors.

ENGLISH 12. THE ENGLISH NOVEL.

A study of the rise and development of the English novel for the century and a half from Richardson to Hardy.

Attention paid to social tendencies, problems involved and the influence of the novel in society. Sophomores entered only with instructor's approval.

ENGLISH 13. JOURNALISM AND NEWSPAPER WRITING.

A study of the various forms of journalism: editorials, write-ups, special articles, feature stories, and the "reporter's run." Constant practice is based upon approved models. Sophomores entered only with instructor's approval. Course not offered unless requested by at least eight students, such request being made to the instructor three weeks previous to the opening of the quarter.

ENGLISH 14. VICTORIAN LITERATURE.

Intensive study of Browning and Tennyson with minor work in writings of Rossetti, Arnold, Morris, Swinburne, Coleridge, Shelley and Keats.

ENGLISH 15. ESSENTIALS OF PUBLIC SPEAKING.

A study of naturalness and effectiveness in public speaking with especial attention to emphasis, pitch, inflection, cadence, interpretation and the structure of a good oration. This course does not provide for intensive work on writing the oration nor is it an elocutionary course. Much platform work before the class in set oration and excerpts, extemporaneous speeches, after-dinner speeches and various types is demanded of each class member.

ENGLISH 16. ARGUMENTATION AND DEBATE.

A study and application of the principles of logic and argumentation. Analysis of public questions, and of the nature, kind and tests of evidence; brief drawing and the rhetoric of argumentation. Especially valuable to those contemplating professional life or collegiate and inter-collegiate debates.

FRENCH

FRENCH A-1. ELEMENTARY FRENCH.

Grammar and pronunciation. Fraser and Squair's Shorter French Course.

FRENCH A-2. ELEMENTARY FRENCH.

Grammar continued, pronunciation, selections of simple prose.

FRENCH A-3. ELEMENTARY FRENCH.

Grammar completed. Reading of more difficult prose, simple poetry, irregular verbs, dictation.

FRENCH 1. SELECTED READINGS.

Readings in Nineteenth century prose selected from the works of such authors as Mérimée, Sand, About, Daudet and Maupassant. Grammar and Composition. (This course is open to students presenting two units for entrance.)

FRENCH 2. DESCRIPTIVE LITERATURE.

Readings illustrating the life and institutions of the France of today. Fontaine's *En France*, Talbot's *Le Francais et Sa Patrie*, and Foncin's *Le Pays de France* are some of the books that may be used. Especial emphasis will be placed upon composition and oral practice. (This course open to students presenting two units for entrance.)

FRENCH 3. CLASSIC DRAMA.

Representative plays of Corneille and Racine will be read. Composition. (Courses 1 and 2 prerequisite.)

FRENCH 4. MOLIERE.

The entire quarter will be devoted to the study of several of Molière's plays and their social setting.

FRENCH 5. VICTOR HUGO AND THE ROMANTIC MOVEMENT.**FRENCH 6. EIGHTEENTH CENTURY PROSE.**

The writings of Montesquieu, Voltaire and Rousseau.

FRENCH 7. NINETEENTH CENTURY PROSE.

French prose writers from the French Revolution to the Third Republic. Chateaubriand, Lamartine, Balzac, Flaubert.

FRENCH 8. FRENCH LYRICAL POETRY OF THE NINETEENTH CENTURY

Texts: Cañfield, French Lyrics; Brunetiere, *L'Evolution de la Poesie Lyrique en France au XIX^e Siecle.*

GEOLOGY

The department offers six quarters of Geology all of which is essentially primary, yet the higher courses are adequate to fitting the average student for graduate work in the subject. The laboratory is provided with maps, folios, U. S. Geological Survey publications, reference readings, mineral specimens, fossils, chiefly invertebrates collected from the different horizons and localities in eastern United States, with fossils contributed by the Smithsonian Institution, and with model crystals.

GEOLOGY 1. DYNAMICAL AND STRUCTURAL GEOLOGY.

This course deals with the forces acting on the earth to change its features and also of the structure of the earth. Lectures, recitations and tests 4 hours weekly. The laboratory consists in learning the uses and working of the traverse table, interpretation of geologic maps and profile work; laboratory 3 hours weekly.

Text: Cleland's Physical and Historical Geology.

GEOLOGY 2. HISTORICAL GEOLOGY.

This course deals with the past history of the earth, its preserved plant and animal remains. Class 4 hours weekly and laboratory 3 hours. Laboratory work consists of folio interpretation, study of characteristic fossil and paleogeography. Frequent trips are taken in this course and one trip is taken in the spring to vicinity of Saltville for two or three days.

GEOLOGY 3. CRYSTALLOGRAPHY AND PHYSICAL CHARACTERISTICS OF MINERALS.

This course deals with the possible crystal forms occurring in nature. Class 4 hours and laboratory 3 hours weekly. The laboratory deals with study of the crystal models, their symmetry, their spherical projection and their physical properties.

Text: Phillip's Mineralogy.

GEOLOGY 4. MINERALOGY.

This course treats of chemical properties; and a knowledge of chemistry is required for entrance to it. Class 4 hours weekly dealing with the classification, chemical prop-

erties and occurrence of minerals. Laboratory 3 hours weekly; laboratory manual: Brush and Penfield's Determinative Blow-Pipe Analysis. The student works out in the laboratory about forty minerals. Fee \$2.50.

Text: Same as in Geology 3.

GEOLOGY 5. APPLIED GEOLOGY.

Geology 1 and 2 are required for entrance. This course treats chiefly of the simpler methods of survey work, and with the occurrence, uses and methods of mining of some non metals such as coal, petroleum, building stones, sulphur, phosphate, gypsum, etc. Class 5 hours weekly and no laboratory work.

GEOLOGY 6. APPLIED GEOLOGY.

Geology 1 and 2 are required for entrance. This course deals with the occurrence, uses and mining of some of the metals as iron, copper, zinc, lead, silver and gold. Class 5 hours weekly and no laboratory.

GREEK

The primary object of the work of this department is to give the student an appreciation of the literature and life of the Greek people. The attempt is made to have the student realize the significance of the Greek spirit in the history of culture. To this end the more purely linguistic side of the work is subordinated. Linguistic training is not, however, by any means neglected. The student will be encouraged to read as much as possible on his own account. Sight reading will be employed and parallel reading both in Greek and English will be assigned. Subjects will be given for special papers, which will be read before the class. A club will be formed to read the New Testament in Greek. The department has a stereopticon, and slides will be shown from time to time illustrating the remains in art, architecture, etc., of the Greeks.

GREEK A. COLLEGE ENTRANCE GREEK.

This course is intended for students who have not previously studied Greek. It affords an opportunity to satisfy the entrance requirements in Greek. Ball's "The Elements

of Greek" or White's First Greek Book will be used, followed by Xenophon's *Anabasis*.

This course is also open as an elective to students who have completed the six quarters required in languages. However, when taken to fulfill entrance requirements it does not entitle the student to any credit toward a degree.

GREEK A-1. ELEMENTARY GREEK GRAMMAR.

GREEK A-2. ELEMENTARY GREEK GRAMMAR COMPLETED.

The reading of Xenophon's *Anabasis* is begun.

GREEK A-3. XENOPHON'S ANABASIS; COMPOSITION.

GREEK 1. LYSIAS; COMPOSITION.

Several orations will be read; especially *Against Eratosthenes*, *Against the Grain Dealers*, and *For the Cripple*. The customs of the Athenian law-courts and the historical setting will be considered.

GREEK 2. PLATO.

This course begins with the *Euthyphro* followed by the *Apology* or the *Protagoras*. When possible the *Crito* and parts of the *Phaedo* and of Xenophon's *Memorabilia of Socrates* will be read.

GREEK 3. HOMER.

Selected books of the *Iliad* or the *Odyssey* will be read. Attention will be given to the civilization and to the archaeological discoveries illustrating them. The principal emphasis will be placed upon the literary appreciation of Greek epic poetry.

GREEK 4. EURIPIDES.

Introduction to the Athenian Drama. Two or more plays will be read from the following: *Medea*, *Alcestis*, *Hippolytus* and *Iphigenia in Tauris*. Attention will be paid to the development of the Athenian drama.

GREEK 5. ARISTOPHANES.

The *Clouds*, the *Frogs*, and one other comedy, if possible, will be read. The structure of the Greek comedy and the social and political life of Athens in the time of Aristophanes will be considered.

GREEK 6. SOPHOCLES.

The Antigone and Oedipus Tyrannus will be read.

GREEK 7. DEMOSTHENES.

The Oration on the Crown will be read.

GREEK 8. GREEK HISTORICAL WRITING.

Selections from Herodotus, and the Sicilian Expedition from Thucydides will be read. An attempt will be made to appreciate the historical writings of the Greeks.

GREEK 9. THEOCRITUS.

Text: Cholmley, The Idylls of Theocritus.

HISTORY

For admission to the College course in this department, the minimum requirements are one unit, though more than one unit is desirable. This includes one year's work in High School History of the United States, or one year's work either in Ancient History or English History.

HISTORY 1. MEDIAEVAL HISTORY.

Beginning with the fall of the Roman Empire in the West, 476 A. D., this course will trace the narrative of events and the development of social, economic and religious institutions to the Revolutionary Period. In this first-year course the attempt is made to train the student in the proper habits of historical study and critical appreciation of historical facts. With this purpose in view, regular text book assignments are made with frequent written and oral quizzes; lectures are given and such an amount of collateral reading required as time will permit; notebooks are kept by the students and are inspected frequently by the professor; outline maps illustrating the geographical phase of history are required from time to time. Frequent use is made of reprints from original sources.

HISTORY 2. MODERN EUROPEAN HISTORY.

This course is a continuation of History 1. Taking up the narrative at the beginning of the Eighteenth century it is intended to be a study of the revolutionary movement

in Europe and the subsequent political and social development of the modern nations of Europe.

HISTORY 3. EUROPE FROM 1814 TO THE PRESENT.

History 1 and 2 are prerequisite. This course will trace the development of nationalities in Europe, the growth of democracy in government, and social and industrial progress in the nations of Western Europe, thus forming a background to the present World War situation. Some study will be made as time will permit of the immediate causes and progress of the great war.

HISTORY 4. CONSTITUTIONAL AND NATIONAL GROWTH OF THE UNITED STATES.

A large part of the work in History 3 and 4 will consist of lectures and written quizzes with as much class discussion as time will permit. Assigned readings with weekly reports and abstracts are required. The library affords access to a fairly varied selection of the later standard reference works.

LATIN

To enter the college classes in Latin, a student must have at least three years of preparation, according to the entrance requirements given elsewhere in this catalog.

Those who have had a high school course in Virgil should take Latin 2 in college, those who have not will take Latin 1 which will be given twice each year.

In all classes subjects will be assigned for papers to be prepared by the students, some of which are to be read before the class. The department has a stereopticon, with from two to four hundred slides, which are shown from time to time, illustrating the various remains in art, architecture, and home life of the Romans.

LATIN 1. VERGIL'S AENEID.

Books I, II, and IV; drill and review in forms and syntax; study of mythology, meter, etc.; the literary structure and meaning of the Aeneid. Prose composition 1 hour a week.

LATIN 2. VERGIL, BOOK VI; CICERO, ESSAY ON FRIENDSHIP.

Review of syntax. Prose composition 1 hour a week.

LATIN 3. CICERO, ESSAY ON OLD AGE.

Review of syntax. Terence's Phormio, or Livy, Book XXI.

LATIN 4. HORACE'S ODES AND EPODES.**LATIN 5. HIGH SCHOOL TEACHERS' COURSE.****LATIN 6. LIVY.**

Selections from Books I-X, or Books XXI and XXII.

LATIN 7. ROMAN DRAMA.

Plautus and Terence. Selected Plays.

LATIN 8. ROMAN SATIRE.

Horace and Juvenal.

LATIN 9. EPISTOLARY LITERATURE.

Pliny's Letters.

LATIN 10. HISTORY OF ROMAN LITERATURE.

MATHEMATICS

The requirements for admission to the Freshman class are: First, a thorough course in elementary algebra, extending normally through two years and embracing quadratic equations, both numerical and literal, with problems depending on the same, the binomial formula with positive integral exponents, arithmetic, geometric and harmonic progressions, with numerous illustrative problems; second, a course in plane geometry extending normally through one year and including all the theorems of a standard text-book, such as Smith-Wentworth, together with the solution of many original exercises in analysis and construction.

MATHEMATICS 1. COLLEGE ALGEBRA.

This course includes the usual topics of a college course such as logarithms, permutations, combinations, determinants, and theory of equations.

MATHEMATICS 2. PLANE TRIGONOMETRY WITH APPLICATIONS.

The student is required to solve many problems of a practical character and is constantly drilled in the use of logarithmic tables.

MATHEMATICS 3. SOLID GEOMETRY AND SPHERICAL TRIGONOMETRY.

This course includes the usual theorems and propositions of the best texts in solid geometry and proceeds by a perfectly rational transition to a consideration of the metrical relations of the figures and in particular of those associated with the sphere. The solution of spherical triangles is fully covered and especial attention is given to problems of measurement on the earth's surface and to the simpler methods of determining longitude and time.

MATHEMATICS 4. ANALYTIC GEOMETRY.

This course introduces the student to the general methods of analytic geometry, considers especially the relations between the curve and its equation, curve tracing in both rectangular and polar co-ordinates, and the general properties of the conic sections. Mathematics 1, 2 and 3 are prerequisite.

MATHEMATICS 5. ANALYTIC GEOMETRY.

This course is a continuation of Mathematics 4 and deals with some more advanced topics of plane analytic geometry such as inversion, polar reciprocation, some higher plane curves, and concludes with an introductory course in solid analytic geometry.

MATHEMATICS 6 AND 7. DIFFERENTIAL AND INTEGRAL CALCULUS.

Mathematics 4 is a prerequisite. This course and the following one are planned with reference to the needs of the general student who desires some knowledge of this most fruitful and far-reaching subject both as an aid to general culture and as an essential element of preparation for any subsequent technical work. Some reading in the history of Mathematics is also assigned and the steps in the development of the Calculus from the time of Newton and Leibnitz are considered. This course should be taken by all students who expect at any time to teach mathematics in the public schools.

MATHEMATICS 8. SURVEYING AND SPHERICAL TRIGONOMETRY.

This course includes plane surveying, the simpler problems of leveling and a brief course in spherical trigonometry. Students who have had a high school course in solid geometry may take this course instead of Mathematics 3 to complete their required work in mathematics.

For instruction in this course the department is provided with good instruments; the work is both theoretical and practical and embraces all classes of problems ordinarily arising in the practice of land surveying.

MATHEMATICS 9. GEOMETRY.

Mathematics 1, 2 and 3 are prerequisite. This is a historical and pedagogical course in geometry, planned with especial reference to the equipment of the prospective teacher of geometry in the public schools, but equally desirable to others who wish to know something of the broader aspects of the geometry of Euclid and of the beautiful extensions and generalizations which are commonly spoken of under the head of modern geometry.

MATHEMATICS 10. ADVANCED ALGEBRA.

The object of this course is to give a broader and more intimate acquaintance with the leading facts and fundamental concepts of Algebra than is possible in the course Mathematics 1; to trace the historical development of the subject, especially its number system, and to make some study of the most approved methods of teaching algebra. Mathematics 1, 2 and 3 are prerequisite. This course is especially commended to those who expect to teach mathematics in a public school.

PHILOSOPHY**PHILOSOPHY 1. HISTORY OF ANCIENT AND MEDIAEVAL PHILOSOPHY.**

Development of philosophic thought from the Greeks to the Renaissance. Lectures, readings and theses.

Text: Roger's History of Philosophy.

PHILOSOPHY 2. HISTORY OF MODERN PHILOSOPHY.

The growth of European thought from Bacon and Descartes to the Nineteenth century with a brief study of recent philosophical movements. Lectures, readings and theses. Prerequisite Philosophy 1.

Text: Roger's History of Philosophy.

PHILOSOPHY 3. ETHICS.

A study of the psychological basis of conduct, the growth of moral ideas, the moral standards and various practical moral problems. At least one quarter in Ethics is required for graduation.

PHYSICS

The instruction in Physics is given by recitations, lectures, demonstrations and laboratory exercises, with the working of problems. Quantitative laboratory experiments will be assigned of such a nature as to acquaint the student with modern methods of physical measurements. The usual laboratory records are required of each student. In the advanced courses the purpose is to give the student some acquaintance with mathematical physics and to lay a foundation for technical or graduate work, the laboratory assignments emphasizing methods of precision.

PHYSICS 1. MECHANICS, SOUND AND HEAT.

Open to candidates for degree and pre-medical students. Class room, 4 hours; laboratory, 3 hours. Fee \$4.

Text: Crew. *Manual:* Ames and Bliss. Laboratory instructions.

PHYSICS 2. MAGNETISM, ELECTRICITY AND LIGHT.

Prerequisite, Physics 1. Open to candidates for degrees and premedical students. Class room, 4 hours; laboratory, 3 hours. Fee \$4.

Text and Manual: The same as in Physics 1.

PHYSICS 3. MECHANICS, HEAT, ELECTRICITY AND LIGHT.

Supplementary to Physics 1 and 2 which are prerequisite. Open to candidates for degrees and pre-medical students. Class room, 1 hour; laboratory, 9 hours. Fee \$5. Mechanics, Molecular Physics and Heat (Millikan). Electricity, Sound and Light (Millikan and Mills).

PHYSICS 4. PEDAGOGICAL AND HISTORICAL COURSE.

Designed for those expecting to teach high school physics. Prerequisite, a knowledge of high school. Class room, 3 hours; laboratory, 4 hours. Elective. Fee \$4.

Some high school text and manual. Reference readings.

PHYSICS 5. THEORETICAL MECHANICS.

With selected laboratory experiments. Prerequisite, Physics 1, 2 and 3 and knowledge of the calculus. Class room, 4 hours; laboratory, 3 hours. Fee \$4.

Text: Miller and Lilly's Analytic Mechanics. Laboratory instructions.

PHYSICS 6. ADVANCED LIGHT.

The same prerequisite, hours and fee as in Physics 5.

Text: Edser's Light for Students. Laboratory instructions.

PHYSICS 7. THERMODYNAMICS.

The same prerequisite, hours and fee as in Physics 5.

Text: An Introduction to Thermodynamics (Mills). Laboratory instructions.

PHYSICS 8. ADVANCED ELECTRICITY AND MAGNETISM.

The same prerequisite, hours and fee as in Physics 5.

Text: Starling's Electricity and Magnetism. Laboratory instructions.

PHYSICS 9. MODERN ELECTRICAL THEORY.

Prerequisites, Physics 1 and 2. No laboratory. No fee.

Text: Campbell's Modern Electrical Theory (Revised).

Not more than three of the foregoing courses will be offered at the same time.

PSYCHOLOGY

PSYCHOLOGY 1. ELEMENTARY PSYCHOLOGY.

An introductory course giving, by means of lectures, recitations and demonstrations, a survey of the essential facts, fundamental laws and correct method of logical procedure of the mind. At least one quarter in Psychology is required for graduation.

PSYCHOLOGY 2. PSYCHOLOGY OF THE CHILD.

A genetic study of the mind of the individual. The course will trace the growth of mental functions in childhood and the relation of the child to society with special reference to educational theory and child training. Prerequisite, Psychology 1.

Text: Drummond's Introduction to Child Study. Forbush, Child Study and Child Training.

RELIGIOUS EDUCATION

In accordance with the suggestion of the General Sunday School Board and the Board of Education of the Methodist Episcopal Church, South, the following courses in Religious Education are offered.

RELIGIOUS EDUCATION 1. BIBLE.

One hour per week through each of four years. Required of all students.

RELIGIOUS EDUCATION 2. PRINCIPLES OF RELIGIOUS EDUCATION.

RELIGIOUS EDUCATION 3. HISTORY OF MODERN EDUCATION.

RELIGIOUS EDUCATION 4. MODERN SUNDAY SCHOOL METHODS OF TEACHING.

RELIGIOUS EDUCATION 5.

This course consists of three quarters of work to be chosen from the following subjects: Bible, Church History, Social Teaching of the Bible, Christian Ethics, Christian Missions, History of Religious Education, Introduction to the Philosophy of Religion; and is introduced as a special

curriculum looking to training for religious leadership. The Trustees have provided for a separate department of Religious Education and the work will be given according to the best methods and most approved standards in the field of college work.

SPANISH

SPANISH A-1. ELEMENTARY SPANISH.

Hill's and Ford's First Course in Spanish.

SPANISH A-2. ELEMENTARY SPANISH.

Grammar completed. Reading of simple prose such as Dorados Espana Pintoresca.

SPANISH A-3. ELEMENTARY SPANISH.

Reading of more difficult prose such as selections from Padre Islas, Le Lages, Gil Blas.

SPANISH 1. THE SPANISH SHORT STORY.

Reading in Spanish prose as represented by the short stories Alarcon, Caballero, Valera, Taboada, Bazan, and other modern authors. This course is open to students who present two units for entrance.

SPANISH 2. SPANISH COMPOSITION AND CONVERSATION.

The purpose of this course is practical; namely, to train the student in facility of self-expression by means of oral and written composition. Open to students presenting two units for entrance.

SPANISH 3. THE CLASSICAL DRAMA OF SPAIN.

Reading and interpretation of representative works of Lope de Vega and Calderon.

SPANISH 4. DON QUIXOTE.

This course consists of an intensive study of this masterpiece together with a survey of the life and times of Cervantes.

PHYSICAL CULTURE

The value of regular and systematic physical training as a stimulus to, and necessary accompaniment of, mental development has made the Physical Culture department an indispensable part of the modern college or university. The aim of the department is to develop the student to the greatest possible physical efficiency and to encourage such habits as will lead to health and physical comfort in after life. All students are expected to be in attendance at all times upon some branch of physical training. All Freshmen and Sophomores are expected to devote at least three hours per week to some form of physical exercise and all Juniors and Seniors at least two hours per week.

Intercollegiate athletic contests are encouraged under the following regulations:

1. Only students who act as regular or substitute members will be permitted to accompany the team away from the College, and then only by permission.
2. Leave of absence for the purpose of playing intercollegiate match games may be granted the team, such leaves not to exceed six days in the aggregate during the year.
3. No games will be scheduled with other teams without the advice and consent of the College authorities.
4. All candidates for the football team before participating in any game must have written permission from their parents or guardians addressed to the President of the College.

General Regulations

GOVERNMENT

The discipline of the College first proposes to the student self-government as the highest type of government and seeks to surround him with a social atmosphere of honor, purity and piety. It has been and will continue to be the policy of the Faculty to encourage all movements looking to this end. The deportment enjoined for maintaining membership and good standing in the College is defined by the morality of the Bible and the proprieties of gentlemen.

The daily assembly of the College community for instruction and devotion has been found promotive of the *esprit de corps* and sympathy essential to harmony and good order; therefore, all students are required to be present with the professors in chapel at daily worship.

Students are prohibited, on penalty of dismissal, from having or using intoxicating liquors or deadly weapons, from engaging in hazing in any form, the Faculty reserving the right to decide whether or not any particular offence is to be considered hazing, and from organizing secret fraternities except those which are purely honorary, or having active membership in them.

It is not supposed that the above mentioned prohibitions constitute the entire code of the College, but it is not intended to burden the student with long rules. The usually accepted conduct of a gentleman and the performance of the work assigned to be done are considered fundamental. Any variations from either will surely lead to inquiry and action on the part of the Faculty. It is also understood that the Faculty reserve the right to ask any student to withdraw from the College when it is felt that his influence is demoralizing or unwholesome. It is not felt than any specific act must be committed before discipline can be administered, but a man's relation to the College it to be determined by his general attitude toward College regulations and work.

Absence from the village will be granted when necessary, but it is not expected that any student will leave without consult-

ing the proper authorities. Permission in any case will not be granted when it is thought that such absence is detrimental to work or when a man makes request for leave of absence too frequently.

RELIGIOUS EXERCISES

Public worship is held in the Chapel twice on each Sunday. At the morning service the pulpit is filled successively by President Weaver and others. Students have an opportunity of hearing men from various parts of Tennessee and Virginia, as the College invites visitors to conduct services each month. Attendance upon the morning service is required of all students except such as have special permission to attend church elsewhere. Repeated absence from church will be considered an offence so serious that class-work can not overcome it and grades will suffer accordingly. It may also lead to suspension from College.

The Sunday School meets every Sunday morning for song service and Bible study. Students are allowed to enter the class of their choice, and very successful work is accomplished. Every student is strongly urged to identify himself with one of the classes, and parents are requested that they insist upon this with their sons.

Attention is called to the fact that Emory and Henry College is the property of a religious denomination that believes distinctly in an aggressive evangelism as well as in the best things in culture and education. Every effort is made to interest our students in religion and religious work. No apology is offered for our position in this matter. Parents should understand before they send their boys here that we shall endeavor to bring them into a realization of the value of a religious life by all legitimate means. During each session a series of special services is conducted for this very purpose and all students are urged to attend.

TIME OF ENTRANCE

All students are strongly urged to enter with the beginning of the session. This is more important than is usually thought,

as delay in entrance not only places the student so entering at a disadvantage but it also hinders the work of those who report promptly for class. Parents are urged to see to it that all students are present for the opening on the first day of the session.

MATRICULATION

All students are expected to report to the Registrar at once for matriculation when they arrive at Emory. They will be assigned rooms and given cards that will admit them to class rooms. In order to avoid the confusion sometimes incident to opening, it is announced that Tuesday and Wednesday, September 16 and 17, 1919, have been designated as registration days, and students entering after the last of these days will be charged an extra fee of \$1 for matriculation.

THE COLLEGE YEAR

The College year is divided into three terms. The first term begins September 18, and closes December 18, 1919. The second begins January 1, 1920, and closes March 20, 1920. The third begins March 20 and continues to close of school year.

Commencement is held June 13-15 inclusive. Each term's work ends with examinations, which make up part of the term's standing.

HOURS OF RECITATION

Each student will be expected to take three courses of five hours each and in addition one hour of Bible, and no change can be made except by vote of the Faculty. All students must present to Registrar a list of courses for record.

Students of the Junior and Senior classes must submit their elective courses to the Committee on Courses of Instruction for their approval. No course once entered upon may be dropped without consent of Faculty.

EXAMINATIONS

If a special examination or a special test is given outside of the regular examination time, it must be by the consent of

the Faculty and subjects the student to an extra charge unless in case of extreme sickness, and no second examination on the work of the term shall be given till after the close of the term. The extra charge for special examinations or tests must be paid in advance.

DEGREES

The Bachelor's degree is conferred upon those who complete, by attaining 75 per cent of the value of the examinations, the studies enumerated in the course prescribed under the Courses of Instruction.

The honorary degrees of Doctor of Divinity and Doctor of Laws are conferred upon suitable persons by an unanimous vote of the Faculty and Board of Trustees. The College has always been, in a marked degree, guarded in conferring these degrees.

ABSENCE AND EXCUSES

Every student is expected to be present at every task assigned him. Absence from the chapel exercises or recitations will be excused only in case of sickness. In this event the student will be expected to make up the work so missed. Disregard of this regulation may lead to a request to withdraw from College. There is no more demoralizing habit for a student than that of irregularity in work, and for this reason every legitimate means will be used to avoid the formation of such a habit here.

REPORTS

Each month a report is addressed by the Faculty to the parents or guardian of each student, reporting his absences from the stated exercises, his general deportment and improvement, and any other information regarding him that seems proper to be given. Also reports covering grades for quarters will be made. To accomplish the object of these reports, it is hoped that the friends of the students will apply the encouragement or reprobation which the letter suggests.

REQUIREMENTS FOR ATHLETIC AND OTHER ORGANIZATIONS

Students who are candidates to represent the College away from home in any public athletic contest, debate, concert, or other public event, must average at least 75 per cent or more in three subjects for the previous term and also maintain a class grade of not less than 80 per cent in three subjects up to the time of the team's departure.

Before scheduling public performances of any kind or arranging for class or other organization banquets or dinners, the Committee on Public Exercises must be consulted. This committee reserves the right to fix a maximum expense for all such occasions. On account of the regular meetings of the Literary Societies on Saturday nights, social or other functions must not be arranged for that night.

College Organizations

LITERARY SOCIETIES

The Calliopean and Hermesian Societies have a history coeval with that of the College. In their management and character they challenge comparison with those of any other institution in the land. Many of the young men now directing them are the sons of men who in other years were active members. It is deemed a matter of great importance to foster them and to protect them from all influences that would impair their usefulness or endanger their permanency. Hence strenuous objection is made to secret fraternities of any kind. As now conducted, the societies furnish the finest opportunities for practice and improvement in forensic discussion, elocution and English composition. Their halls are very commodious and well-furnished. Each society awards annually two handsome gold medals, one to its best debater and one to the member making most improvement in debate, value \$25 and \$15 respectively. During the session a public debate is held by each society.

YOUNG MEN'S CHRISTIAN ASSOCIATION

This organization is one of the most useful agencies connected with the College. It is non-denominational and yet it is founded on the doctrines of the Bible. Every student should be connected with it, either as active or associate member.

It is the aim of this organization to bring unsaved men to Christ and develop Christian manhood. Members from both the State and International Committees visit the Association during the year, and add much to the interest and efficiency of the work. Delegates from the Association attend the State Convention and Montreat Summer School for the purpose of being spiritually strengthened and learning the more improved methods of work.

Under the auspices of the Association, religious services are held every evening. These meetings are conducted by the active members of the Association. Each service consists of song,

prayer, Bible readings, short talks, varying at the option of the leader.

On Wednesday evening of each week the College and community assemble for mid-week prayer service, conducted by the College pastor.

On Thursday evening Bible classes meet which are under the leadership of young men who have been sent to the Summer School at Montreat, and who have received special training in the studies which they teach. The main object of this work is to increase daily systematic Bible study among students.

The work of the various officers and committees, as well as religious work in the community and personal work among the students, affords invaluable training for Christian workers, developing both the intellectual and spiritual man.

A strong feature of the Y. M. C. A. is the missionary department. The missionary library has up-to-date volumes added almost yearly and is a valuable source of information to those interested in missions.

The Association has a small library of Christian literature, which is of especial value to the leaders of the devotional meetings.

The President and Secretary invite the correspondence of any who contemplate entering College.

THE ATHLETIC ASSOCIATION

The purpose of the Athletic Association is to stimulate a healthy interest in all forms of athletic sports among the Faculty and students of the College. The constitution provides that the President of the Association shall be a member of the College Faculty. Other officers are, Vice-President, Secretary, Treasurer, Business Manager, Tennis Manager, and ex-officio the College Athletic Director.

The financial affairs of the Association are in charge of the Executive Committee composed of the President, the Secretary, and the Treasurer. No expense can be incurred and no payment made out of the funds in the treasury unless authorized by the Executive Committee.

The officers as a whole constitute the Athletic Council, which meets from time to time for the purpose of discussing the

various phases of the athletic life in the college, and to decide on such measures as they may wish to recommend to the Association for adoption.

DEBATE COUNCIL AND INTER-COLLEGIATE DEBATES

A Debate Council consisting of seven members, two from each Literary Society and three from the Faculty, has charge of the arrangements for the Inter-Collegiate Debates. The members of the Council for the present year are Prof. D. H. Munson, President; Mr. L. C. Blevins, Secretary; Dr. H. M. Henry, Prof. A. G. Sanders, Messrs. F. R. Crowgey, R. O. Eller, A. V. Rudy.

THE SOCIETY OF THE ALUMNI

This Association, composed of all the graduates of the College now living and former students who have been elected members, now numbers nearly six hundred, and is an important and interesting feature in the history and work of the College. It has its representatives in all parts of our Southern and Western country, also in Mexico, South America, Japan and China.

The College authorities will very cheerfully co-operate in any way possible in the formation of county associations. The President of the College invites correspondence on the subject from any who may be interested.

THE BOOK CLUB

Every week the members of the Faculty and some of the citizens of the community meet for the study of literary, social, economic, or religious questions. Usually a well defined course of study is marked out and a leader is appointed for the year. During the year 1918-19 the Club, under the leadership of Prof. D. H. Munson, has studied Modern Dramatists.

TAU KAPPA ALPHA

In the spring of 1917, with the approval of the Board of Trustees of the College, the National Council of the Tau Kappa Alpha established a chapter of that fraternity in the College. Membership in the Tau Kappa Alpha fraternity is limited to those students who have represented the College in an inter-collegiate debate or oratorical contest.

THE COLLEGE BAND

During the present session a College Band of nine pieces was organized. The band secured the services of Prof. W. H. Burkel, of Martha Washington College, as Director and was able to make considerable progress during the year. It is the purpose of the organization to develop its work into a regular feature of college activity.

General Information

LYCEUM COURSE

Each year the Y. M. C. A. brings to the College a first-class course of entertainments and lectures. The charges for tickets are extremely low and the courses have been well patronized.

COLLEGE PUBLICATIONS

The Emory and Henry Bulletin is published seven times a year and is designed to represent the activities of the College and to give the public all the information possible about the College and its work. It will be sent free on request.

The Weekly Bulletin, issued by the students, has proved a success during the past year. It is meant to reflect college life and to be a record of every-day events in college. Alumni who wish to keep in touch with their Alma Mater will find this the best means possible.

LIBRARY

The College Library is housed in a spacious, beautiful library room which occupies the whole eastern wing of the second story of the main building. It is large and well lighted, finished in natural oak and fitted, across one side, with double-decker alcoves that contain the book shelves. The open floor is supplied with reading tables and magazines rack for the convenience of the students. The extensive view from the east windows of this room could hardly be surpassed in beauty and charm.

The main library, the reading room and the reference library are combined and arranged in such a way that all reading matter is easily accessible to the students. The library is open from nine o'clock in the morning until half past four in the afternoon and again from half past seven to ten in the evening. The stock of books, many of them valuable and rare, consist of more than twelve thousand bound volumes besides many pamphlets.

The department of Psychology and Education is especially well represented in the library. Some years ago Mrs. Adah F.

Hunter generously donated the books of her husband, the late Prof. J. R. Hunter, to this department, thus forming the nucleus of "The J. R. Hunter Memorial Library." Somewhat later, these books were supplemented by another generous donation from Mr. Raymond Bellamy, professor of Education and Psychology at Emory and Henry College 1912-14. The College is thus able to place at the disposal of its students and prospective educators an unusually complete collection of thoroughly modern works on psychology, education and sociology.

The following magazines are received by the reading room:

McClure's, Everybody's, Atlantic Monthly, Commoner, Literary Digest, North American Review, Forum, Christian Herald, Harvard Theological Review, Methodist Review, Political Science Quarterly, Quarterly Journal of Economics, Journal of Political Economy, American Journal of Sociology, National Geographic Magazine, Popular Science Monthly, South Atlantic Quarterly, Annals of American Academy of Political and Social Science, Illustrated World, Classical Weekly, Collier's Weekly, Yale Review, Independent, Journal of Philosophy, Psychology and Scientific Methods, Breeders Gazette, Scribner's, World's Work, New York Times, Washington Post, History Teachers' Magazine, American Economic Review, Modern Language Notes, Youth's Companion, Century, Outlook, Scientific American, Fortnightly Review, Nineteenth Century, Country Gentleman, Saturday Evening Post, Review of Reviews, New Republic, Nation, Hibbert Journal, Living Age, Journal of Heredity, Harper's, Educational Review, Popular Astronomy, Journal of Race Development, American Historical Review, American Journal of Archaeology.

EXPENSES

The following is a statement of expenses for one term's work consisting of twelve weeks:

Tuition	\$20.00
Room rent, including light and heat	12.00
Matriculation, incidental and library fee	8.00
Total charges for one term	\$40.00

The above charges are payable in advance to the Treasurer of the College. This must be done or a definite and satisfactory arrangement made with the Treasurer. On all deferred payments a note will be expected.

With two exceptions in Students' Home, all rooms are expected to be occupied by two students. However, if it is not necessary to use all the available rooms in housing students, certain rooms may be occupied by one person. The privilege of occupying any room whatever alone will entail an extra charge of \$3.00 per term. Occupants of rooms are responsible for all damage to rooms. Inspection of room will be made at the time of its assignment and a record made of its condition. When the room is given up a second inspection will be made and damage will be assessed against the occupants.

College students who occupy rooms in the College buildings provide their own furniture, which costs on an average of from \$8 to \$12 each.

No deduction is made in the College charges, if the student leaves College, unless it be for sickness, in which case the advice and consent of the Faculty must be secured.

Funds remitted for the payment of bills should be directed to the Treasurer of the College. Parents and guardians are urgently advised that young men at College have very little need of pocket money. Trouble in the matter of discipline often arises from the fact that some of the students are supplied too freely with money. The College charges are in all cases required to be satisfactorily settled before the student will be permitted to enter upon a second term. No student is allowed to graduate, nor will a certificate of honorable dismissal be given, till all arrearages are paid.

Beginning with September 1919 it is the plan of the College to conduct a regular College Boarding House under the direction of a business manager. A capable matron will be in charge of the house and good substantial board will be furnished at reasonable cost. The College farm is to be utilized for the purpose of furnishing vegetables and dairy products to the students both at Emory and Henry and Martha Washington. The rate at which board will be given will be announced later after careful estimates and calculations have been made as to the actual cost.

PRIVILEGED STUDENTS

Tuition fees are remitted to the following persons:

1. Young men giving satisfactory evidence of their intention to preach, and regularly endorsed by their respective denominations. If for any reason a young man fails to carry out his intentions and does not enter the regular ministry of his church, the College will collect the amount of tuition remitted.
2. The sons of ministers of any denomination engaged in the regular work of the ministry and dependent upon that for their support.
3. The sons of superannuated or deceased members of Holston Conference of the M. E. Church, South.

Privileged students are expected to pay all fees except that for tuition. In case of failure to meet these charges, the favor of free tuition will be withdrawn.

LOAN FUNDS

The College has been making an effort to accumulate loan funds for the purpose of aiding worthy students in securing a college education. The following funds have been established and are available.

1. Jourolmon Loan Fund. Established some years ago by Mr. Leon Jourolmon, of Knoxville, Tenn., who furnished \$200 per year during several years. This fund has been in operation for quite a while and has helped a large number of young men through College.
2. The Wytheville Loan Fund. Established a number of years ago through the agency of W. W. Pyott who was at that time Presiding Elder of the Wytheville District. This fund is used in aiding young men from the Wytheville District who are preparing for the ministry.
3. Church Street Loan Fund. This fund arises from a donation made by Church Street Church, Knoxville, Tennessee. A part of this fund is available each year for the aid of worthy students.

4. A Loan Fund established in honor of Rev. James H. Weaver, D. D., and his wife, Jennie Burkett Weaver. The interest from this fund is to be used under the direction of the donors primarily for the aid of young men from Ashe County, North Carolina.

5. Winslow Loan Fund. Established by Mr. H. M. Winslow, of Harriman, Tennessee.

6. The Folsom Loan Fund. This is a small fund donated to the College several years ago and which has been kept intact up to this time.

7. The A. J. Frazier Memorial Fund. Established by Rev. J. B. Frazier under direction of the Hermesian Literary Society in conjunction with President and Treasurer of the College.

8. The L. C. Hassinger Loan Fund. During the year 1918-19 Mr. L. C. Hassinger, of Konnarock, Virginia, chairman of the Board of Trustees, made a considerable donation to the College for the establishment of a loan fund to aid students who have proved themselves worthy and in need of such assistance.

Attention of the friends of the College is called to the fact that in an institution like Emory and Henry this is a peculiarly fitting way in which to bring aid both to the College and to its patronage and it is sincerely hoped that this list of loan funds may be rapidly increased within the next year or two.

SHOEMAKER SCHOLARSHIPS

Col. L. J. Shoemaker, who died at Gate City, Va., January 1894, and whose will was probated in Scott County court the 14th day of February, 1894, left to Emory and Henry College some eight or ten thousand dollars of his estate for the purpose of establishing free scholarships for poor and deserving young white men. His will appoints trustees of the fund, and allows them to pay out of the annually accruing interest the tuition of each beneficiary.

Under the laws of the State only Virginians can receive the benefit of the fund, and applications should be made to the trustees.

Colonel Shoemaker showed great wisdom in establishing this form of endowment. If the fund is carefully preserved and administered, hundreds may rise up to bless his name and memory. The College earnestly hopes that other friends of Christian education may follow his example, thus enabling the institution to reach and educate a class of most deserving young men whose education promises much to both Church and State.

PRIZE MEDALS

1. For the encouragement of proficiency in Oratory there has been established, through the liberality of Wyndham Robertson, Esq., a sufficient and permanent fund of which the income, in the form of a gold medal, with expressive sentiments and emblems, is bestowed at each Annual Commencement upon the student in the Junior or Senior class who excels in Composition and Oratory.

2. The Collins prize for excellence in English Composition, founded by Rev. Charles Collins, D. D., first president of the College, is awarded in the form of a gold medal.

3. To increase interest and promote scholarship in the Natural Sciences, a gold medal is annually awarded to the student who attains the highest grade in this department. The medal is furnished from a permanent fund established by the late Col. William Byars. Candidates for the prize in Natural Sciences must attain to a required standard of proficiency in Biology, Physics, Geology, Mineralogy, and the Chemistry of the Sophomore and Junior years.

4. During the session '88-89, the late Col. Frank E. Williams, a graduate of the College, donated a permanent fund the income of which furnishes a handsome medal for Declamation, awarded annually to the best declaimer in the Freshman and Sophomore classes.

HONORS AND PRIZES AWARDED AT COMMENCEMENT 1918

Wyndham Robertson Prize for Oratory—W. W. Morrell, of West Virginia.

Williams Prize for Declaration—W. F. Robinson, of Virginia.

Byars Science Medal—J. S. Miller, Jr., of Virginia.

Calliopean Medalists—

Debate: S. C. Deskins, of Virginia.

Improvement: J. C. Byars, Jr., of Virginia.

Hermesian Medalists—

Debate: W. W. Morrell, of West Virginia.

Improvement: J. D. Dickenson, of Virginia.

First Honor—H. M. Hayter, of Virginia.

Beginning with Commencement 1913 the following distinctions are annually awarded: High honors to those graduates who maintain an average grade above 95 for their college course. Honors to those graduates who have an average from 90 to 95. Departmental honors for those Seniors who have taken at least three courses in any subject and have an average grade of 90 or more.

In the Freshman, Sophomore and Junior classes honors are awarded those who have a general average grade of 88 or more on the year's work.

The following honors were awarded at Commencement, 1918, in accordance with the above,

Seniors: Bruce, C. W., Knight, J. T., Miller, J. S.

Juniors: Blevins, M. L., Brown, Joseph, Crowgey, F. R., Fopeano, L. C., Morrell, W. W., Umbarger, E. L.

Sophomores: Brown, R. I., Bottimore, W. G., Barker, D. H., Copenhaver, J. E., Eller, R. O., Graham, R. C., Kiser, H. E., Martin, I. T., Terry, R. B.

Freshmen: Byars, J. C., Blevins, M. L., Barnes, J. T., Deskins, S. C., Dickenson, J. D., Dickenson, W. L., Greer, F. B., Oglesby, W. A., Rudy, A. V., Turner, T. M.

Departmental: English—Godfrey, A. H., Hay ter, H. M.
Greek—Bruce, C. W.
History and Ecomonics—Hayter, H. M.
Latin—Wolfe, Victor.
Mathematics—Wolfe, Victor, Miller, J. S. Jr.
Modern Languages—Knight, J. T., Miller, J. S. Jr.
Biology—Hayter, H. M.
Chemistry—Garland, C. E., Hayter, H. M.
Geology—Bruce, C. W., Garland, C. E.
Physics—Bruce, C. W., Miller, J. S. Jr.

The following degrees were conferred in the regular college courses:

Bachelor of Arts

Bruce, C. W.	Jackson, S. D.
Cox, L. C.	Miller, J. S. Jr.
French, A. C.	Reedy, J. M.
Godfrey, A. H.	Starnes, G. T.
Hayter, H. M.	Wolfe, R. V.
Knight, J. T.	Withers, A. S.

Bachelor of Science

Miller, J. S. Jr.

Roll of Students 1918-19

*In military or naval service. Numerals indicate quarter in school.

SPECIAL STUDENTS

*Hayter, H. M.....	3.....	Virginia
	(A. B., E. & H., 1918)	
*Rivers, S. H.....	3.....	Virginia

SENIORS

Blevins, L. C.....	1 2 3.....	Virginia
Crowgey, F. R.....	1 2 3.....	Virginia
Eskridge, T. J.....	1 2 3.....	Tennessee
*Farrier, P. H.....	2 3.....	Virginia
Gardner, F. H., Jr.....	1	Alabama
Graham, J. C.....	1 2 3.....	Virginia
*Handy, F. E.....	2	Virginia
Horne, H. J.....	1 2 3.....	North Carolina
*McCollum, F. L.....	2 3.....	Texas
Morrell, W. W.....	1	West Virginia
*Neff, R. J.....	2 3.....	Virginia
*Rowe, E. H., Jr.....	2 3.....	Virginia
*Snapp, J. H.....	3.....	Virginia
Stradley, J. G.....	1 2 3.....	Tennessee
Widenhouse, E. C.....	1 2 3.....	North Carolina

JUNIORS

Barker, D. H.....	1	Tennessee
Bottimore, W. G.....	1 2 3.....	Virginia
*Brown, D. B.....	2 3.....	Tennessee
Brown, Joseph.....	1	Tennessee
Carter, L. H.....	1 2 3.....	Virginia
Chiddix, H. J.....	1 2 3.....	Virginia
*Copenhaver, J. E.....	2 3.....	Maryland
Dean, J. K.....	1 2 3.....	Virginia
Dean, W. M.....	1 2 3.....	Virginia
Eller, R. O.....	1 2 3.....	Virginia
Fisher, C. M.....	1 2 3.....	Virginia
Graham, McKinley.....	1 2 3.....	Virginia
Graham, R. C.....	1 2 3.....	Virginia
*Hutton, J. E.....	2 3.....	Virginia
Jackson, W. S.....	1 2 3.....	Virginia
Johnston, R. K.....	1 2 3.....	Virginia
Kiser, H. E.....	1	Virginia

*Lotspeich, R. C.	2 3	Tennessee
*McThenia, A. W.	2 3	Virginia
Martin, I. T.	2 3	Virginia
Pearson, W. F.	1 2 3	Tennessee
Terry, R. B.	1 2 3	Tennessee
*Waterhouse, L. J.	3	Virginia

SOPHOMORES

Anderson, J. E.	1 2 3	Tennessee
Anderson, J. G.	1 2 3	Virginia
Barnes, J. T.	1 2 3	Tennessee
Blackwell, R. L.	1 2 3	Virginia
Blevins, M. L.	1 2 3	Virginia
Bolton, W. P.	1	Virginia
*Byars, J. C., Jr.	2 3	Virginia
Carter, C. D.	1 2 3	Tennessee
Cartwright, H. R.	1	Tennessee
Deskins, S. C.	1	Virginia
Douthat, C. B.	1 2 3	West Virginia
Douthat, J. W., Jr.	1 2 3	West Virginia
Hubble, L. H.	1 2 3	Virginia
Hutton, A. D.	2 3	Virginia
James, D. T.	1 2 3	Virginia
Kahle, E. F.	1 2	Virginia
Kelly, R. M.	1	Kentucky
Kelly, W. P.	1 2 3	West Virginia
Martin, P. H.	1 2 3	Virginia
Miller, J. P.	1 2 3	Virginia
Oglesby, W. A.	1 2 3	Virginia
Robinson, W. F.	1 2 3	Virginia
Rudy, A. V.	1 2 3	Virginia
Russell, Earnest	1	Virginia
*Roe, C. R.	2 3	Virginia
Tartar, H. J.	1	Virginia
Turner, T. M.	1 2 3	Virginia
Warren, J. M.	1 2	Virginia
Withers, M. B.	1	Virginia

FRESHMEN

Addington, L. F.	1 2 3	Virginia
Bailey, E. S.	1	Virginia
Baldwin, C. O.	1	Virginia
Ball, J. B.	1 2 3	Virginia
Ball, E. L.	1	Virginia
Ball, W. P.	1	Virginia

Ballard, C. A.	1	Tennessee
Bates, B. E.	1	Virginia
Bell, G. M.	1	West Virginia
Blessing, R. H.	1	Virginia
Bondurant, T. J.	1	Tennessee
Bowyer, R. W.	1 2 3	Virginia
Bowyer, T. S.	1 2 3	Virginia
Brown, J. M.	1 2 3	Virginia
Buchanan, R. M.	1 2 3	Virginia
Carico, L. E.	1	Virginia
Carr, D. D.	1 2 3	Tennessee
Carson, C. R.	1	Virginia
Carter, J. B.	1	North Carolina
Cecil, A. G., Jr.	1 2 3	Virginia
Cherry, C. F.	1 2 3	Virginia
Clementson, G. M.	1	Tennessee
Cole, W.	1 2 3	Virginia
Cook, U. J.	1	West Virginia
Copenhaver, J. F.	1	Virginia
Crockett, J. B.	2 3	Virginia
Daniels, B. W.	1	Virginia
Dennis, W. C.	1	Virginia
Denton, L. V.	1	Tennessee
DeVault, S. D.	1 2 3	Virginia
Dickenson, H. F.	1	Virginia
Dickerson, A. L.	1 2 3	Tennessee
Dickey, D. H.	1 2 3	Tennessee
Dobyns, W. F.	1 2 3	Virginia
Dougherty, H. L.	1 2 3	Virginia
Dougherty, J. M., Jr.	2 3	Virginia
Ely, A. R.	1 2	Virginia
Ellis, W. M.	1	Tennessee
Eskridge, D. L.	1 2 3	Tennessee
Evans, E. B.	1	West Virginia
Farmer, R. G.	1	Tennessee
Fleenor, W. R.	1	Virginia
Fopeano, J. V.	1 2 3	Virginia
Galliher, A. S.	1	Virginia
Gardner, J. H.	1 2 3	Alabama
George, W. W.	1 2 3	Virginia
Gooch, C. E.	1	Tennessee
Hale, N. O.	1	Tennessee
Hash, A.	1 2 3	Virginia
Heath, G.	1	Virginia
Henderson, A. C.	1	Virginia

Henley, O. J.	1		Tennessee
Henson, W. A.	1		Tennessee
Hicks, K. L.	1		Tennessee
Hillman, C. A.	1		Virginia
Hines, L. M.	1 2 3		Virginia
Hubbard, D. M.	1		Virginia
Hull, A. H.	1 2		Virginia
Hutton, J. E.	1		Virginia
Hutton, S. C.	1		Virginia
Hutton, T. L.	2 3		Virginia
Isley, J. E.	1		Tennessee
Jennings, M. B.	1 2 3		Virginia
Jones, A. E.	1		West Virginia
Jones, C. R.	1 2 3		Tennessee
Jones, W. B.	1		Tennessee
Keever, F. S.	1		Tennessee
Kent, O. T.	1		Virginia
Killian, U. M.	1 2 3		Tennessee
Kinder, C. L.	1		Virginia
Kirk, R. L.	1 2		Kentucky
Lawrence, N. P.	1 2 3		Tennessee
Lee, T. O.	1		Virginia
Lotspeich, R. H.	1		Virginia
Lubliner, A. J.	1 2 3		Virginia
Martin, J. C.	2 3		Virginia
Matthews, A. L.	1 2 3		Tennessee
Miller, H. S.	1 2 3		Virginia
Moore, C.	1		Montana
Murphey, R. K.	1 2		Tennessee
Parks, H. R.	1		Virginia
Peery, H. L.	1		Virginia
Peery, J. S.	1 2 3		Virginia
Perry, J. W., Jr.	1 2 3		Tennessee
Peters, A. G.	1		Virginia
Reece, J. O.	1		Tennessee
Richardson, E. F.	1		Virginia
Richardson, J. G.	1 2		Virginia
Riddle, S. D.	1 2 3		Virginia
Ritchie, C. J.	1		Virginia
Rogers, R. V.	1		Virginia
Rollins, C. H.	2 3		Virginia
Rollins, R. D.	1		Tennessee
Scott, I. F.	2		Virginia
Scott, W. N.	1		Virginia
Sharitz, R. O.	1 2 3		Virginia

Smith, S. R.	1 2 3	Tennessee
Smith, W. C.	1 2 3	Tennessee
Snapp, A. M.	1 2 3	Virginia
Sterling, S. E.	1	Tennessee
Stimson, J. A.	1 2 3	Virginia
Sutherland, F. A.	1 2 3	Virginia
Todd, J. E.	1	Virginia
Turner, T. R.	1 2 3	Virginia
Wagner, J. G.	1	Tennessee
Wagoner, O. G.	1	Virginia
Walker, W. C.	1	Tennessee
Ward, D. M.	1	Virginia
Ward, W. F.	1 2 3	Virginia
Warren, C. E.	1	Virginia
Williamson, E. C.	1	West Virginia
Wolfe, G. H.	1 2 3	Virginia
Wolfe, J. W.	1 2 3	Virginia

IRREGULARS

Davis, A. M.	1 2 3	Virginia
Dougherty, H. T.	1	Virginia
Hash, A. E.	1	Virginia
Henley, C. L.	1 2 3	Tennessee
Long, W. R.	1 2 3	Tennessee
Parks, H. D.	1	Virginia
Pickens, R. S.	1 2 3	North Carolina
Staley, J. B.	1 2 3	West Virginia
Sutherland, O. B.	1 2 3	Virginia
Wright, C. B.	2 3	Virginia
Yates, C. E.	1	Virginia

Specials	2	
Seniors	15	
Juniors	23	
Sophomores	29	
Freshmen	112	
Irregular	11	
 Total College	192	192
Total Academy		85
 Grand Total		277

Summer Session

GENERAL STATEMENT

The first regularly organized Summer Session of Emory and Henry College began on June 17, 1912, and continued nine weeks. The results were so satisfactory that each summer since the College has offered certain courses and the work has been of an unusually high grade. In fact the predominant feature of the summer courses is the effort that is made to keep the quality of the work up to the standard of the regular session of the College.

Courses are usually offered in Mathematics, Modern Languages, Science and Latin. Information as to the work for 1919 will be cheerfully furnished on application.

Alumni of the College

In view of the fact that a great many inaccuracies have crept into the record of the Alumni of the College which is printed each year in our catalogue, the Faculty has deemed it best to omit this list from the Catalogue and make a special effort to revise it so as to be correct and reprint hereafter. It is the intention of the College to print an Alumni Record some time during the summer which will give not merely the mention of a man's name and home but also something of his activities.

The President of the College earnestly requests all old students to send at once information that will be helpful in making up this list either about themselves or other alumni whom they may know.

Emory and Henry
Fitting School

Emory and Henry Fitting School

CHARACTER OF THE SCHOOL

This school has strictly defined limits. Our purpose is to conduct a high-grade preparatory school. We offer courses of study that will enable our students to enter Emory and Henry or any other good college or teach with success in the public schools of the State. To those of our students who do not go to college, we hope to give a mental and moral training that will fit them for the practical affairs and duties of life.

Those conditions will be furnished that are most conducive to the development of character. Absolute truthfulness in the smallest affairs of life will be made the basis of our work. We will strive both by precept and example to have the boys who are entrusted to our care to accept the principles of Christian manhood. They will be treated always as boys of honor.

LOCATION

The school is located at Emory, Virginia, the seat of Emory and Henry College, in one of the most beautiful sections of Southwest Virginia. Emory is twenty-four miles from Bristol, on the Norfolk and Western Railway. It is free from the temptations of city life, and yet has a college community of sufficient size to furnish social life. To those living in lower latitudes and malarial districts no place possesses more desirable conditions for the mental, moral and physical development of their boys.

LOCAL ADVANTAGES

Because of its connection with Emory and Henry College, the school offers special advantages to those who are deficient in some studies. While pursuing such college courses as they are prepared for they can make up in the Fitting School whatever deficiency there may be in their preparation, at the same time enjoying all the advantages of the College Library and reading room, gymnasium, and literary societies.

EQUIPMENT

The school occupies a new three-story brick building containing class rooms, offices, rooms for teachers and more than fifty pupils, and a study hall in which all occupying rooms in the building prepare their lessons. It is heated by steam and equipped with modern conveniences. The campus around this building is large enough for athletic exercises and other out-door sports.

REQUIREMENTS FOR ADMISSION

A boy must be at least fourteen years old, unless unusually mature and living with his parents in the community, able to read simple English, to write a good letter, and to understand the fundamental operations of arithmetic.

LIBRARY

The Library and Reading Room of the College is accessible and is open to the pupils of the Fitting School on the same terms as to those of the College. It is well supplied with reference books and current literature.

GYMNASIUM

All gymnastic exercises and athletic sports are under the direction of the Physical Director of Emory and Henry College. As the Principal believes that a strong and well developed body is the basis of the best moral and intellectual growth, at least three hours a week in the gymnasium is compulsory. Out-door sports are encouraged in suitable weather as well as work in the gymnasium.

POINTS TO BE NOTED ABOUT THE SCHOOL

1. Thorough and adequate preparation for college.
2. Small classes with individual attention.
3. Deficiency in one subject does not prevent progress in others.
4. New and up-to-date building.
5. Nearness to Emory and Henry College gives opportunities for making up deficiencies in preparation for college while pursuing such college classes as the student may be prepared to take.

For catalogue and all information, address

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